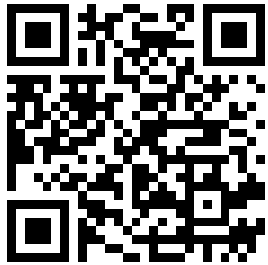
This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

Google™ books

https://books.google.com



3677
A 970
no. 515
OLIN

S 3

WAR DEPARTMENT EDUCATION MANUAL **EM 515**

CORNELL UNIVERSITY LIBRARY
3 1924 127 756 462

AC
5
U58
no. 515

Spoken Turkish

BASIC COURSE · UNITS 1-12

CORNELL UNIVERSITY
JUN 12 1957
LIBRARY

UNITED STATES ARMED FORCES INSTITUTE · MADISON, WISCONSIN

494·3

Digitized by Google

John M. Echols

Digitized by Google

Spoken Turkish

BASIC COURSE · UNITS 1–12

PUBLISHED FOR THE UNITED STATES ARMED FORCES INSTITUTE
BY THE LINGUISTIC SOCIETY OF AMERICA AND THE INTENSIVE LANGUAGE PROGRAM
AMERICAN COUNCIL OF LEARNED SOCIETIES

Digitized by Google

Gift: Prof. John M. Echols
4/23/57

Copyright, 1944,
By Linguistic Society of America

No part of the material covered by this copyright may be reproduced in any form without written permission of the publishers.

The material presented herewith is for use as an aid in instruction in certain educational activities of the armed forces. The statements and opinions contained are those of the authors. This book is not available for sale by the Superintendent of Documents nor may it be sold or distributed in this form on the civilian market.

WAR DEPARTMENT
Washington 25, D. C., 1 June 1944

EM 515, *Spoken Turkish, Basic Course Units 1-12* is published for the information of all concerned.
[A. G. 300.7 (1 June 44).]

BY ORDER OF THE SECRETARY OF WAR:

G. C. MARSHALL,
Chief of Staff.

OFFICIAL:
J. A. ULIO,
Major General,
The Adjutant General.

DISTRIBUTION: X
(Additional copies should be requisitioned from USAFI, Madison, Wisconsin, or nearest Overseas Branch)

EDUCATIONAL SERVICES SECTION, STANDARDS AND CURRICULUM DIVISION, TRAINING,
BUREAU OF NAVAL PERSONNEL, NAVY DEPARTMENT, WASHINGTON 25, D. C.
1 June 1944 (Copies for Navy personnel should be requisitioned from Educational Services Section)

Digitized by Google

INTRODUCTION

1. This Course in spoken Turkish is designed as a general introduction to the Turkish language. It contains all the essential grammatical materials for learning to speak everyday Turkish, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that you must *hear* a language if you are to understand it when spoken, and that you must practice *speaking* it in order to master its sounds and its forms.

A teacher will often not be available for those for whom this book is written. So the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material.

2. The Turkish Language is spoken by about 17 million people distributed between Turkey in Europe and Anatolia or Asia Minor. It is very similar to a number of languages spoken by 15 to 20 millions more in the U. S. S. R. Of these languages, spoken in the Crimea, in the Caucasus, and in the Trans-Caspian areas stretching across Central Asia toward Mongolia, the language spoken in the Soviet Republic of Azerbaijan seems to be most like Turkish.

Variations in language are perfectly natural and are found in every language in the world. So do not be surprised if no two Turks whom you meet seem to talk in exactly the same way. All the people you meet in Turkey will understand the kind of Turkish presented in this manual, and a great many of them, especially in the larger towns and cities and among the fairly well educated will speak it exactly as you find it here. The people in the country areas and even some of the people in the cities, may, however, speak a slightly different kind of Turkish. If the pronunciation you hear is not quite like what is given to you in this manual or what you hear in this course, *imitate the person with whom you are speaking*. Likewise, do not hesitate to use the gestures which you see, for they are part of the language. Imitate them if you can.

3. To Help You in learning to speak Turkish, this course makes use of two tools:

1. a native speaker of the language;
2. this manual.

Digitized by Google

The two must be used together, as neither is of any use without the other.

This manual has been so organized that it can be used to study by yourself or in a group. If you work in a group, and have no regular teacher, choose one of the group to act as *Group Leader*.

4. A Native Speaker is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the presence of a native speaker of Turkish, preferably a person who can be on hand throughout the course, or next best the voice of a native speaker recorded on the phonograph records which are supplied with this manual. The native speaker is referred to as the *Guide*. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation and usage. It is not his business to be a "teacher" or to "explain" the language to you. *That* is the function of this manual. The Guide should be, if possible, a person who speaks more or less the type of Turkish found in this manual, but he should speak it naturally and without affectation. He should be neither over educated nor too uncultured.

5. This Manual is divided into five major parts, each containing five *learning units* and one unit devoted to *review*. Each unit contains several *sections*, usually the following:

A. Basic Sentences (with Hints on Pronunciation, in Parts I and II, Hints on Spelling, in Part II, and Pronunciation Drill, in Parts III, IV, and V)
B. Word Study and Review of Basic Sentences
C. Review of Basic Sentences (Cont.)
D. Listening In
E. Conversation
F. Conversation (Cont.)

These six sections are followed in each learning unit by a *Finder List* containing all the new words in the particular unit. At the end of the manual are included a summary of all word study material as well as supplementary word lists for Units 13 through 30. All the words in the manual are included in two complete vocabularies, Turkish-English and English-Turkish.

6. The Basic Sentences in each unit are arranged so as to give you a number of new words and a number of new ways of saying things; first broken up into words or short phrases, and then combined in complete sentences.

7. The Aids to Listening which are given in the first twelve units, present a more exact version of the usual Turkish spelling, which is designed to help you in remembering the Turkish words *as they sound*. In this regularized spelling, each Turkish sound is represented by one letter. Every letter always stands for

Digitized by Google

the same sound. It serves as a gradual introduction to the ordinary spelling which has a number of irregularities.

8. The Hints on Pronunciation are given you to help you improve your speech in Turkish. No language has sounds exactly like those of any other; and in Turkish you will find some sounds which are quite absent from English, and others which are somewhat but not exactly like English sounds. As you go through the Basic Sentences try to hear and imitate more precisely the sounds described for you in these hints.

9. Pronunciation Is Important for a number of reasons: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

10. The Native Speaker Is Always Right. At times this manual or the phonograph records may show one pronunciation and the particular native speaker who acts as your Guide will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the Turkish spelling.

11. The Word Study sections show you certain uses and combinations of words and phrases studied up to that point; you are taught how to take apart the words and phrases which you have heard and how to make new words and phrases on the same model.

12. The Listening In section gives you a number of conversations, anecdotes, or stories, which use the vocabulary and constructions you have learned in each unit and in all those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal conversation among Turkish-speaking people, and to furnish you with models for your own conversation practice.

13. The Conversation Practice represents the central aim of the course. In order to converse well, you should know everything that you have learned up to that point. When you take part in a conversation, you should do so as easily and naturally as you can. Don't try to bring in new words and phrases that you haven't learned in the material you have been studying; stick to what you have learned and practice it thoroughly.

14. In Speaking Turkish you should *not* first figure out what you want to say in English and then translate it into Turkish, word for word. You should apply, instead, the words and expressions you already

Digitized by Google

know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another, or ask a question, but under no circumstances attempt to compose long and complicated sentences. As soon as you do, you lapse into English speech habits and stop learning Turkish and Turkish speech habits.

When people speak to you, they will often use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in Turkish, or by asking them to repeat slowly, or to explain in simpler terms. If you do this you will constantly learn more and will practice the Turkish you already know in the process.

Your learning of Turkish will not stop, therefore, when you have mastered this material. You will, rather, be able to get around among the people, practice what you know, and steadily pick up more and more words and phrases. Try to learn them as you go. Carry along a notebook to jot down what you want to remember; you can then review this new material from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing right away. When you have done the first unit, try out the expressions on as many people as possible. When you try out your Turkish, even at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

Digitized by Google

CONTENTS

PART ONE

UNIT		Page
1.	GETTING AROUND. Greetings and general phrases. Directions. Comment on the *Aids to Listening*. Asking for things Food Price. Time. Numbers. Leave-taking. Comment on the *Aids to Listening* (*Cont.*) Pronunciation Practices for *a*, *e*, *ı*, *o*, *u*.	1
2.	MEETING PEOPLE. Pronunciation Practices for *ı*. Turkish equivalents of English "is". Humming and non-humming sounds. Vowel harmony. "My". "Your". "His, her, its, their". Genitive ("of; -'s"). Possession.	40
3.	WHAT'S YOUR JOB? Pronunciation Practices for *ü*. Review practice for *ı*. Momentary verb ending. Verb roots. Aorist verb ending. Vowel harmony. Turkish equivalents of English "the", "A. an".	76
4.	FAMILY AND FRIENDS. Pronunciation Practices for long vowels *a:* and *o:* and vowel groups. Copula forms ("am", "is", "are"). Zero endings. Personal endings "they", "it, he, she". "I". "You". "We". Copula ("am, is, are") summary. Personal endings with verbs. Summary of personal endings.	107
5.	LET'S TALK ABOUT THE WEATHER. Pronunciation Practices for *ö*. "Our". Vowel Harmony Type I. Plural "more than one" ending. Vowel Harmony Type II. Interrogative (question) ending. "And, too, also" ending.	139
6.	REVIEW.	169

Digitized by Google

PART TWO

UNIT		Page
7.	GETTING A ROOM. Pronunciation Practices for Turkish "light" *l̀* (*l*^{y}). Hints on Spelling. Syllables. Locative ("at, in, on") ending. Interrogative (question) ending after nouns. "Let's (do it)! "(You) (do it)"! Formal and informal use.	178
8.	GETTING CLEANED UP. Pronunciation Practices for Turkish "deep" *l* (*l*), and *r*. Hints on Spelling. Turkish equivalents of English "not" (negative ending). Turkish phrase-compounds. Definite objective ending. *-me, -ma* action nouns. Infinitives ("to do, etc.").	207
9.	LET'S EAT. Pronunciation Practices for Turkish "teeth"-sounds, double consonants, catch in the throat. Vocative ("call")-forms. Future verb ending. Negative future. Interrogative future. Interrogative negative future. Future form used as noun. "With" and "without."	238
10.	SEEING THE SIGHTS. Pronunciation Practices for Turkish *p, t, ç, k*^{y}, *k* (followed by puff of breath), long vowel *i:*, *k*^{y} and *g*^{y}. Hints on Spelling: summary of correspondences; defects. Concomitive ("with; and"). Dative ("to, for"). Negative aorist. Interrogative aorist Interrogative negative aorist.	267
11.	SHOPPING. Pronunciation Practices for Turkish rise and fall of the voice. Hints on Spelling: summary of defects of conventional spelling; remedies in *Standardized Conventional Spelling*. Turkish informal "you" ending. Ablative ("from, out of, than"). Pronouns (summary; irregular genitives and datives). Turkish general personal endings (summary). Turkish aorist copula (summary). Turkish aorist endings (summary). Turkish negative endings (summary).	304
12.	REVIEW.	337

Digitized by Google

PART ONE

UNIT 1

GETTING AROUND

To the Group Leader: Each *unit* of this course is divided into six *sections.* It is suggested that the group spend not less than fifty minutes on each section.

Before you get the group together to work on this first unit, read carefully the following material up to the heading *Useful Words and Phrases* on page 4. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide, or the phonograph and records, are ready before the group meets for work on *Section A.* See that the Guide is supplied with a copy of the manual *Kılavuz için talimatname,* which tells him just what he is to do and gives him the Turkish he is to speak to the group. You yourself should consult the English part of the Guide's Manual for further instructions.

You should look through all of the sections of this unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

This unit gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. The amount of learning and memorizing required for the first unit is considerably greater than that for any later unit. You are given such a large dose at the start because this unit is meant to be a kind of "language first aid" which gives you enough useful expressions to enable you to make ordinary wants known and to carry on a simple conversation in Turkish from the very start.

All but a few of these words and phrases are selected from the phonograph records for the *Turkish Language Guide* (Introductory Series) (TM 30–318). If you have worked with these records, the present unit will serve as a review.

SECTION A—USEFUL WORDS AND PHRASES

In the list of *Useful Words and Phrases* which follows, the English equivalent of these words and phrases is given at the left of the page. Opposite, in the middle column, are the *Aids to Listening* which will help you

Digitized by Google

in getting the sounds. In the third column is the ordinary or *Conventional Turkish Spelling*, to which you are to pay no attention now, but to which you will be able to refer later when you have mastered its irregularities. The *Leader* of the group will first read the *English Equivalent* and pause for the *Guide* to speak the Turkish. Every member of the group then repeats after the Guide. The Guide will then say the Turkish a second time and everybody will repeat after him as before. The Leader will then read the next English Equivalent and the Guide and group will follow the procedure indicated.

If no Guide is available, the *phonograph records* provided for the course should be used. When the group is ready, the Leader will begin playing the appropriate record and the group will repeat right after the Turkish speaker during the silences on the record. The phonograph records can be used with profit even in cases where a Guide is available because they can be heard between meetings of the group, whenever it is convenient to you; they furnish additional practice in hearing Turkish; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a Turkish pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

Whether you are working with a Guide or with the phonograph records, you must repeat each Turkish word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Keep constantly in mind the meaning of the Turkish you are about to hear, glancing at the English equivalent whenever you need to remind yourself. When you are hearing the Turkish, keep your eyes on the *Aids to Listening*. But whenever the written form seems to you to differ from the spoken sound, follow the spoken sound always.

In the first five units, do not attempt under any circumstances to pronounce the Turkish before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the *Aids to Listening* and you will get into even more trouble if you try to "read" the ordinary Turkish spelling.

If you are working with a Guide who does not understand English, ask the Leader of your group to demonstrate for you what hand signals to use to let the Guide know when you want him to read more slowly or to repeat.

Digitized by Google

To the Group Leader: If the Guide does not speak English, he is instructed to follow these hand signals:

1. Index finger raised: BEGIN
2. Hand raised, palm toward the Guide: STOP
3. Palm down, hand moved slowly in semi-circle: SLOWER
4. Beckoning with index finger: REPEAT
5. Hand held palm up and moved quickly up and down. LOUDER

Remember that each phrase you say has a real meaning in Turkish and hence you should always act as though you were really saying something to someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the *Aids to Listening* as you listen to the Turkish being spoken.
2. Repeat immediately what you have heard.
3. Keep in mind the meaning of what you are saying.

Begin the words and phrases as soon as your Guide is ready or when the Leader of your group is ready to play the first phonograph record.

To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of *Useful Words and Phrases* once with the books open, repeating in unison after the Guide. Following this first practice, read with the group the *Comment on the Aids to Listening* on page 7. Make sure that everyone understands it.

Now go through the list a second time, just as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide—a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Continue this individual repetition as long as the 50 minute period permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 8.

Here are some hints that will make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like Turkish.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions.

Digitized by Google

1. Useful Words and Phrases

Here is a list of useful words and phrases you will need in Turkish. *You should learn these by heart.*

Greetings and General Phrases

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL TURKISH SPELLING
Record 1A, beginning.		
[*the*][1] *day*	gʸún.	gün
[*may it be*] *bright*	ày-dín.	aydın
Mr.	báy.	bay
Kaya (*lit.*[2] "*Stone*")	kà-yá!	Kaya
Good morning, Mr. Kaya!	gʸû-n◡ày-dín, bày◡ká-yá!	Gün aydın, bay Kaya!
your evenings	ák-ṣàm-lả-rı-níz.	akşamlarınız
fortunate	hà-yir-lí.	hayırlı
may [*they*] *be*	òl-sún.	olsun
Mr. Metin (*lit.* "*Strong*")	bày◡mė-tín.	bay Metin
Good evening, Mr. Metin!	ak-ṣam-la-rı-nız◡há-yır-lí◡ól-sùn, bày◡mėtín!	Akşamlarınız hayırlı olsun, bay Metin!
I thank [*you*] *!*	te-ṣėkʸ-kʸû-r◡e-dè-rim!	teşekkür ederim
yours, too!	si-zín-dè!	sizin de
Thank you, same to you!	te-ṣėkʸ-kʸû-r◡e-dè-rim, si-zín-dè!	Teşekkür ederim, sizin de!
How are you?	ná-sil-sı-nìz?	Nasılsınız?

[1] Words enclosed in brackets, [ ], are not expressed in the Turkish.
[2] lit. means literal or word for word equivalent.

Digitized by Google

I ['m] well	i-yi-yim.	iyiyim
I'm well, thank you!	i-yi-yim, te-şek^{y}-k^{y}ü-r‿e-dè-rim!	İyiyim, teşekkür ederim!
you	siz	siz
How are you?	siz ná-sil-sı-nız?	Siz nasılsınız?
I, too	bén-dè.	ben de
I ['m] well, too.	bén-dé‿i-yi-yim.	Ben de iyiyim.
Mr. Carr.	bày‿kár.	Bay Kar.
Mrs. Carr.	bá-yán‿kàr.[1]	Bayan Kar.
Excuse [me] !	áf-fe-dèr-si-niz!	Affedersiniz!
Please!	l^{y}ût-fèn!	Lûtfen.
Thank [you] !	te-şek^{y}-k^{y}ü-r‿e-dè-rim!	Teşekkür ederim!
any	bir.	bir
thing	şéy.	şey
[it is] not	dè-yil^{y}.	değil
You're welcome!	bir‿şèy‿dé-yil^{y}!	Bir şey değil!
Yes.	é-vèt.	Evet.
No!	há-yır!	Hayır!
[Do] you understand?	án-lı-yór-mú-su-nùz?	Anlıyormusunuz?
I understand	án-lí-yo-rùm.	anlıyorum
Yes, I understand.	é-vèt, án-lí-yo-rùm.	Evet, anlıyorum.

[1] *Mrs.* in contrast to Mr. (usually: bá-yàn‿kár)

Digitized by Google

I [do] not understand.	án-lá-mı-yò-rúm.	anlamıyorum
No, I don't understand.	há-yìr, án-lá-mı-yò-rúm.	Hayır, anlamıyorum.
what?	né?	ne?
you said	dè-di-níz.	dediniz
What did you say?	né‿dè-di-nìz?	Ne dediniz?
slowly	yá-váş‿yá-vàş.	yavaş yavaş
speak!	ko-nú-şú-nùz!	konuşunuz!
Please speak slowly.	(1) lʸút-fèn yá-váş‿ya-vàş‿ko-nù-şu-núz! (2) [1] lʸút-fèn, yá-váş‿ya-vàş‿ko-nù-şu-núz!	Lûtfen yavaş yavaş konuşunuz!

Directions

Record 1B, beginning.

here	bú-rá-dà.	burada
[a] restaurant	lʸó-kán-tà.	lokanta
[is] there?	vár-mì?	varmı?
Is there a restaurant here?	bú-ra-da‿lʸo-kán-ta‿vár-mì?	Burada lokanta varmı?
good	í-yí.	iyi
a	bír.	bir
restaurant	lʸó-kán-tà.	lokanta
there [is]	vár.	var
Yes, there is a good restaurant.	é-vèt, i-yí‿bír‿lʸo-kán-tà‿vàr.	Evet, iyi bir lokanta var.

[1] When two versions are given, the repeated forms on the record are different, and each is presented separately. Otherwise the repeated forms on the record are the same.

Digitized by Google

this	bú.	bu
where [is it] ?	né-rė-dè?	nerede?
Where is this restaurant?	bú ‿lʸo-kàn-tá né-rė-dè?	Bu lokanta nerede?
[a] hotel	ò-télʸ.	otel
Is there a hotel here?	bú-ra-da ‿o-télʸ ‿vár-mì?	Burada otel varmı?
Where is the hotel?	o-télʸ ‿né-rė-dè?	Otel nerede?
[the] railroad station	ìs-tàs-yón.	istasyon
Where's the railroad station?	is-tas-yón ‿né-rė-dè?	İstasyon nerede?
[the] toilet	áp-tèst-há:-né.	aptesthane
Where is the toilet?	ap-test-ha:-né ‿né-rė-dè?	Aptesthane nerede?
[it's] to [the] right	sà:-dá.	sağda
The restaurant's to the right.	lʸó-kán-tà sà:-dá.	Lokanta sağda.
[It's] to [the] left.	sòl-dá.	Solda.
[It is]n't to [the] right.	sá:-dà ‿dė-yilʸ.	Sağda değil.
[It's] up ahead.	i-lʸèr-dé.	İlerde.
[It's] here.	bú-rá-dà.	Burada.

After you have gone through these *Useful Words and Phrases* once, read the following:

2. Comment on the Aids to Listening

In the *Aids to Listening*, the syllables which you are to speak with more *emphasis* are indicated by the following marks:

Digitized by Google

(ˊ) is used to show the *strongest syllable* in a word or phrase, that is, in a group of words connected by the curved lines (‿);

(ˋ) is used to show the *next strongest syllable;* and

(') is used to show other strong syllables.

A hyphen (-) shows the separation of words into *syllables.*

The curved line (‿) connecting words shows the group of words or phrases which are spoken without any pause between them. At an ordinary rate of talking, such a group of words will sound to you as though it were a single word. For example:

yȧ-váṣ‿yȧ-vàṣ *'slowly'*

Notice, too, that vowels of adjoining words may be run together. For example:

hȧ-yır-lí‿ól-sùn *'may [they] be fortunate'*

Notice, also, that the last consonant of a preceding word may sound as though it were part of the following word. For example:

gʸû-n‿ȧy-dín! *'Good morning!'*

Now go through the *Useful Words and Phrases* again with your book open, following the same procedure as before. Repeat each word and phrase, immediately after hearing it, in a loud, clear voice. Let yourself go and say the phrases right out.

Go through the *Useful Words and Phrases* once more with your book open, but this time, take turns letting each member of your group repeat individually until everybody has taken part. Keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable Turkish. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Leader will see to it that you repeat and that everyone gets the most out of this individual performance.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Turkish?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

Digitized by Google

Section B—Useful Words and Phrases (*Cont.*)

Here are other useful words and phrases which you will want to use immediately if you are in a place where the people speak Turkish. These are being given to you as a "language first aid." *Learn them by heart.*

In working with this material, follow the same procedure that you used with the *Useful Words and Phrases* in Section A. After you have gone through the list once, repeating in unison, read the following *Comment on the Aids to Listening.* Run through the *Pronunciation Practices.* Then go through the list a second and a third time, as in Section A.

1. Useful Words and Phrases (*Cont.*)

Asking for things

Record 1B, after spiral.

hello!	mér-há-bà!	merhaba!
Ahmet!	áh-mèt!	Ahmet
Hello, Ahmet!	mér-há-bà, áh-mèt!	Merhaba, Ahmet!
Hello, Mr. Carr!	mér-há-bà, bày‿kár!	Merhaba, bay Kar!
what is [it]?	né-dìr?	nedir?
What's this?	bú‿né-dìr?	Bu nedir?
in Turkish	tűrkʸ-çé-dè.	türkçede
how	ná-sìl?	nasıl?
[it] is said	dè-nír.	denir
How is this said in Turkish?	türkʸ-çe-de‿bú‿ná-sìl‿dé-nìr?	Türkçede bu nasıl denir?
you wish	(1) àr-zú, e-dí-yór-su-nùz. (2) àr-zú e-dí-yór-su-nùz.	arzu ediyorsunuz
What do you wish?	né‿ár-zù‿e-di-yór-su-nuz?	Ne arzu ediyorsunuz?

Digitized by Google

cigarette [*s*]	si-gá-rà.	sigara
I want	is-ti-yo-rùm.	istiyorum
I want cigarettes.	si-gá-rà‿is-ti-yò-rùm.	Sigara istiyorum.
Here you are! (*lit. be so kind!*)	búy-rùn!	Buyrun!
match [*es*]	kʸib-rit.	kibrit
I want matches.	kʸib-ri-t‿is-ti-yò-rùm.	Kibrit istiyorum.

Record 2A, beginning.

your cigarette [*s*]	si-gá-rà-nız.	sigaranız
[*are*] *there?*	vár-mı?	varmı?
Do you have any cigarettes?	si-gá-ra-nız‿vár-mı?	Sigaranız varmı?
I want a cigarette.	bir‿si-gá-rà‿is-ti-yò-rùm.	Bir sigara istiyorum.
will you give [*me*]?	ve-rir-mi-si-niz?	verirmisiniz?
Will you give me a match?	bir‿kʸib-rit‿ve-rir-mi-si-niz?	Bir kibrit verirmisiniz?

Food

[*a*] *meal*	yè-mékʸ.	yemek
to eat	yè-mékʸ.	yemek
I want to eat.	yè-mékʸ‿ye-mè-kʸ‿is-ti-yò-rùm.	Yemek yemek istiyorum.
bread	èkʸ-mékʸ.	ekmek
water	sú.	su
meat	ét.	et
potatoes	pà-tà-tès.	patates

Digitized by Google

meat and potatoes	ét vė‿pá-tá-tès.	et ve patates
coffee	kàh-vé.	kahve
milk	sût.	süt
beer	bí-rà.	bira
wine	şà-ráp.	şarap
any	bír.	bir
thing	şéy.	şey
to drink	iç-mék^{y}.	içmek
[*do*] *you want?*	(1) ís-ti-yór-mú-su-nùz? (2) is-tí-yór-mú-su-nùz?	istiyormusunuz?
Do you want anything to drink?	bır‿şė-y‿iç-mė-k^{y}‿ís-ti-yór-mú-su-nùz?	Bir şey içmek istiyormusunuz?
[*do*] *you wish?*	ar-zú‿é-di-yór-mú-su-nùz?	arzu ediyormusunuz?
Do you want coffee?	kah-vė‿ar-zú‿é-di-yór-mú-su-nùz?	Kahve arzu ediyormusunuz?
No, thank you!	há-yìr, te-şék^{y}-k^{y}ú-r‿e-dè-rím!	Hayır, teşekkür ederim!
I want milk.	sû-t‿ís-ti-yò-rum.	Süt istiyorum.

Price

how much (money)?[1]	káç‿pá-rà?	kaç para?
you want	ís-tí-yór-su-nùz.	istiyorsunuz
How much do you want?	káç‿pa-rá‿ís-ti-yòr-su-núz?	Kaç para istiyorsunuz?
five	béş.	beş
cent[*s*]	kù-rúş.	kuruş
Five cents.	béş‿kú-rùş.	Beş kuruş.

[1] Words enclosed in parentheses, ( ), are expressed in the Turkish, but are unnecessary in the English equivalents.

Digitized by Google

how many (pieces)?	káç‿tá:-nè?	kaç tane?
How many do you want?	káç‿ta:-né‿ís-ti-yòr-su-núz?	Kaç tane istiyorsunuz?
How much [is] this?	bú‿káç‿pá-rà?	Bu kaç para?
one	bír.	bir
lira	lʸí-rà.	lira
One lira.	bír‿lʸì-rá.	Bir lira.
all of it	hép-sì.	hepsi
how much? (lit. what amount?)	né‿ká-dàr?	ne kadar?
What does the whole thing come to?	hép-si‿né‿ká-dàr?	Hepsi ne kadar?
three	úç.	üç
Three liras.	úç‿lʸì-rá.	Üç lira.

Record 2B, beginning.

Time

o'clock	sà-át.	saat
how much?	káç.	kaç?
What time [is it], please?	lʸút-fèn, sá-át‿kàç?	Lûtfen, saat kaç?
two	ì-kʸí.	iki
[It's] two o'clock.	sá-à-t‿í-kʸí.	Saat iki.
ten	ón.	on
It's ten o'clock.	sá-à-t‿ón.	Saat on.
two (lit. the two)	ì-kʸí-yi.	ikiyi
[it]'s passing	gʸé-çí-yòr.	geçiyor
It's ten past two.	sa-á-t‿i-kʸi-yí‿ón‿gʸé-çi-yòr.	Saat ikiyi on geçiyor.

Digitized by Google

nine (lit. the nine)	dò-kú-zú.	dokuzu
five	béṣ.	beş
It's five past nine.	sa-át◡do-ku-zú◡béṣ◡gʸé-çi-yòr.	Saat dokuzu beş geçiyor.
meal	yè-mékʸ.	yemek
its time	vàk-tí.	vakti
[it] has come	gʸèlʸ-dí.	geldi
It's time to eat.	(1) yé-mèkʸ◡vak-tí◡gʸélʸ-dı. (2) yé-mékʸ◡vak-tí◡gʸélʸ-dì.	Yemek vakti geldi.
[it is] meal time	yé-mékʸ◡vák-tì.	yemek vakti
[is]n't [it]?	dé-yílʸ-mì?	değilmi?
It's time to eat, isn't it?	yé-mékʸ◡vák-tì, dé-yílʸ-mì?	Yemek vakti, değilmi?
[the] movie	sí-né-mà.	sinema
at what time?	sá-àt◡káç-tá?	saat kaçta?
[it] starts	báş-lí-yòr.	başlıyor
What time does the movie start?	si-né-ma◡sa-át◡káç-tá◡báş-lı-yòr?	Sinema saat kaçta başlıyor?
to seven	yè-dí-yé.	yediye
five	béş.	beş
remaining	kà-lá.	kala
The movie starts at five to seven.	(1) si-né-ma◡sa-át◡ye-di-yé◡béş◡ka-lá◡báş-lı-yòr. (2) sí-né-mà sa-át◡ye-di-yé◡béş◡ka-lá◡báş-lı-yòr.	Sinema saat yediye beş kala başlıyor.

Digitized by Google

this train	bù◡trén.	bu tren
[it] leaves	kàl-kár.	kalkar
What time does this train leave?	bú◡trèn sa-át◡káç-tá◡kál-kàr?	Bu tren saat kaçta kalkar?
seven (lit. the seven)	yè-dí-yí.	yediyi
five	béş.	beş
passing	gʸè-çé.	geçe
It leaves at five past seven.	sa-át◡ye-di-yí◡béş◡gʸe-çé◡kál-kàr.	Saat yediyi beş geçe kalkar.
eight	sè-kʸíz.	sekiz
at half	bú-çùk-tá.	buçukta
It leaves at half past eight.	sa-át◡sé-kʸíz◡bu-çuk-tá◡kál-kàr.	Saat sekiz buçukta kalkar.

Record 3A, beginning.

Numbers

one	bír.	bir
two	ì-kʸí.	iki
three	úç.	üç
four	dȍrt.	dört
five	béş.	beş
six	àl-tí.	altı
seven	yè-dí.	yedi
eight	sè-kʸíz.	sekiz
nine	dò-kúz.	dokuz
ten	ón.	on

Digitized by Google

two	ì-kʸí.	iki
two more	ì-kʸí ◡dá-hà.	iki daha
[*they*] *make four*	dőr-dé-dèr.	dört eder
Two and two make four.	i-kʸí, ì-kʸí ◡dá-hà dőr-dé-dèr.	İki, iki daha dört eder.
Four and five are nine.	dőrt, béş ◡dá-hà do-kú-zé-dèr.	Dört, beş daha dokuz eder.

Leave-taking

to God	àl-lá-há.	allaha
we have commended [*you*]	is-màr-la-dík.	ısmarladık
Good-bye! (*the person leaving*)[1]	ál-la-há ◡ıs-már-la-dìk!	Allaha ısmarladık!
Good bye! (*the person staying*)[1] (*lit.* [*may you go*] *laughingly*)	gʸü̇-lʸé ◡gʸü̇-lʸè!	Güle güle!

After you have gone through these *Useful Words and Phrases* once, read the following:

2. Comment on the Aids to Listening (*Cont.*)

The *pronunciation* of Turkish does not involve any great difficulties. This, of course, does not mean that you can use English sounds in Turkish words and expect to be understood. But you will find that many of the sounds are sufficiently similar to your own so that you will have practically no difficulty with them. However, there are a few Turkish sounds that are different from anything in English. For that reason it is necessary for you to listen carefully and try hard to imitate your Guide. If you do this and follow the *Hints on Pronunciation* which will be given to you from time to time, you will be able to pronounce Turkish so that you can be readily understood.

The written form of the words (in the middle column) serves as an aid to your listening and helps you recall the pronunciation as you have heard it from your Guide. We have therefore tried to make the writing in this middle column correspond as nearly as possible

[1] Additional remarks are also enclosed in parentheses.

Digitized by Google

to the sound of the language. This regularized spelling will make it easier for you to learn to read the ordinary Turkish spelling, which will be explained in Part II.

We are used to English writing where each vowel-letter can stand for several different sounds, but in Turkish writing, each of the *eight vowel-letters* always stands for the same sound as follows:

LETTER	STANDS FOR	EXAMPLES

These *five* are similar to English vowels:

a	a sound like *a* in *father*	åk-şàm-lár (*evenings*)

PRACTICE 1[1] **Record 3A, after 1st spiral.**

fàt-má.	(*Fatma*)
bá-yàn‿ká-yá.	(*Mrs. Kaya*)
kàl-kár.	(*leaves*)
yá-váş‿yá-vàş.	(*slowly*)

e	a sound like *e* in *pet*	yè-mékʸ (*eating*)

PRACTICE 2 **Record 3A, after 2nd spiral.**

né-ré-dè?	(*where?*)
èkʸ-mékʸ.	(*bread*)
şéy.	(*thing*)
béş.	(*five*)

Hint on Pronunciation: Don't make the mistake of pronouncing *e* with the sound of the *ay* in *day*. If you do so, the Turkish listener, thinking you are saying Turkish *ey*, may not understand your meaning.

[1] *To the Group Leader:* See Unit 2. A. 2. (p. 46) for instructions on how to handle pronunciation practices.

Digitized by Google

i a sound like *i* in *pit* kʸìb-rít (*match*)

PRACTICE 3 **Record 3A, after 3rd spiral.**

ı-yí-yìm.	(*I'm well*)
sí-zì-n‿ís-mi-níz.	(*your name*)
ì-kʸí.	(*two*)
bìr‿kʸíb-rít.	(*a match*)

o a sound like *o* in *for* ón (*ten*)

PRACTICE 4 **Record 3A, after 4th spiral.**

yók.	(*there isn't*)
ón.	(*ten*)
sól.	(*left*)
lʸó-kán-tà.	(*restaurant*)

Hint on Pronunciation: Don't pronounce Turkish *o* like the *o* in English *go*, or the Turk, hearing Turkish *o:*, may misunderstand you.

u a sound like *u* in *push* *sú* (*water*)

PRACTICE 5 **Record 3A, after 5th spiral.**

ú-nùt-túm.	(*I've forgotten*)
lʸút-fèn.[1]	(*please*)
sú.	(*water*)
kù-rúş.	(*cent*)

Hint on Pronunciation: Don't pronounce Turkish *u* like the *u* of English *use*. The sound is not like *yew*, but like *oo* in *took*.

[1] Also pronounced *lʸút-fèn*. Here with *ü* instead of *u*.

Digitized by Google

These *three* are unlike any English vowels:

ı	a sound something like the *u* in *suppose*	àl-tſ	(*six*)
ü	a sound like the *i* of *pit*, pronounced with puckered lips	úç	(*three*)
ö	a sound like the *e* of *pet*, pronounced with puckered lips	dőrt	(*four*)

While a group of vowel-letters in English spelling generally has a value altogether different from the value of the vowel-letters separately, a *group of vowel-letters* in Turkish writing has the value of the individual vowel-sounds spoken one after the other with a clear separation:

aa	a group of two sounds, like one Turkish *a* followed by another, each pronounced separately.	sà-át	(*o'clock*)

Turkish has, in addition to its eight simple vowel sounds, drawled or *long vowels:*

a:	a sound like *a* in *father*, but drawn out or drawled	sà:dá	(*on the right*)

The *consonant-letters* are used pretty much as in English, but note the following:

ç	a sound like *ch* in *church*	káç	(*how much*)
k^{y}	a sound like *c* in *cute*	k^{y}ìb-rít	(*match*)
g^{y}	a sound like *g* in *argue*	g^{y}ún	(*day*)
ş	a sound like *sh* in *shin*	béş	(*five*)
h	a sound like *h* in *hand* or *behind*, even at the end of a syllable	kàh-vé	(*coffee*)

Digitized by Google

y	a sound like *y* in *year*, even in the middle or at the end of a word	há-yìr	(*no*)
lʸ	a sound like the *li* of *million*	lʸó-kán-tà	(*restaurant*)

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel and consonant sounds in *Comment on the Aids to Listening?*

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Turkish?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

Section C—Review of Useful Words and Phrases

If your group has time for outside assignments, sections marked *Individual Study* may be done between meetings of the group. Otherwise use them as independent study during a group meeting.

1. Covering the English (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the English. Read the Turkish aloud. Keep your voice down if you are working with the rest of the group. Follow the Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each word and phrase. Check the expressions you are not sure about and after you have gone through the whole list, uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression. Then do the following exercise:

2. What Would You Say? (Individual Study)

For each of the following situations, two or more Turkish expressions are given. Read all the expressions aloud and pick out the one you think best fits the situation. For example, you would pick (b) as the

Digitized by Google

right choice for the first situation. After you have made your choice, make sure that you know the meaning of the other expressions offered as possibilities and why they would not fit as well as the one you picked out. At the next meeting of the group, you will compare your choices with those of other members of your group and see how you come out.

1. *You meet Mr. "Stone" one day about six o'clock. You say:*
   a. gʸù-n‿áy-dín, bày‿mé-tín!
   b. ak-şam-la-rı-niz‿há-yır-lí‿ól-sùn, bày‿ká-yá!
2. *You offer Mr. "Stone" a cigarette:*
   a. sí-gá-ra‿is-ti-yór-mú-su-nùz?
   b. sí-gá-rà né-ré-dè?
3. *Mr. "Stone" doesn't want to smoke and says politely:*
   a. í-lʸèr-dé.
   b. há-yìr, te-şékʸ-kʸû-r‿e-dè-rím!
4. *Mr. "Stone" looks at his watch and says:*
   a. yé-mékʸ‿vak-tí‿gʸél-dì.
   b. i-kʸí‿í-kʸí‿dá-hà dór-dé-dèr.
5. *You don't know what time it is, so you ask:*
   a. bú‿né-dìr?
   b. síz né‿is-ti-yòr-su-núz?
   c. sá-àt‿káç?
6. *Mr. "Stone" replies:*
   a. sá-à-t‿ál-tí.
   b. ís-tàs-yón bú-rá-dà.
7. *He asks you where to find a restaurant:*
   a. bú-rá-dà né-re-dé‿lʸo-kán-ta‿vàr?
   b. lʸo-kán-ta‿is-ti-yór-mú-su-nùz?
8. *You tell him:*
   a. sá-à-t‿í-kʸí.
   b. í-lʸèr-dé.
   c. bír‿lʸí-rá.
9. *He asks you if you want to eat, saying:*
   a. lʸút-fèn yá-váş‿ya-váş‿ko-nù-şu-núz!
   b. bú‿trèn sa-át‿káç-tá‿kál-kàr?
   c. ye-mékʸ‿ye-mé-kʸ‿is-ti-yór-mú-su-nùz?
10. *You answer, saying yes you do:*
    a. é-vèt. ís-tí-yo-rùm.
    b. há-yìr, án-lá-mı-yò-rúm.
11. *You enter the restaurant and greet the waiter:*
    a. ís-tàs-yón né-ré-dè?
    b. mér-há-bà, áh-mèt!
12. *He returns the greeting, and when you have chosen a table, asks:*
    a. bú-rá-dà i-yí‿bír‿si-né-ma‿vár-mì?
    b. né‿ár-zù‿e-di-yór-su-nuz?

Digitized by Google

13. *You turn to Mr. "Stone" and say:*
    a. sïz búy-rùn!
    b. káç‿ta:-né‿ïs-ti-yòr-su-núz?

14. *Mr. "Stone", turning to the waiter, says:*
    a. si-gá-rà‿ïs-ti-yò-rúm.
    b. ét vé‿pa-tá-té-s‿ïs-ti-yò-rúm.

15. *You then say:*
    a. bén-dè.
    b. kʸïb-rï-t‿ar-zú‿é-di-yór-mú-su-nùz?

16. *Ahmet, the waiter, then asks:*
    a. bïr‿şé-y‿iç-mé-kʸ‿ïs-ti-yór-mú-su-nùz?
    b. şà-ráp né-ré-dè?

17. *Mr. "Stone" replies:*
    a. é-vèt. bï-rà.
    b. te-şékʸ-kʸú-r‿e-dè-rïm!

18. *You then say:*
    a. bén kàh-vé‿ïs-ti-yò-rúm.
    b. ï-yï-yïm, te-şékʸ-kʸú-r‿e-dè-rïm!

19. *When you have finished eating, you ask for the check, saying:*
    a. hép-si‿né‿ká-dàr?
    b. túrkʸ-çé-dè, bú‿ná-sïl‿dé-nïr?

20. *Ahmet answers:*
    a. án-lı-yór-mú-su-nùz?
    b. ï-kʸï‿lʸï-rà.

21. *As you leave, you say:*
    a. mér-hà-bà!
    b. ál-la-há‿ısmár-la-dïk!

22. *Ahmet answers:*
    a. sú-t‿ïs-ti-yò-rúm!
    b. gʸü-lʸé‿gʸü-lʸè!

Section D—Listening In

1. What Did You Say?

To the Group Leader: Read the English describing the situations in Section C. 2. Skip around the group, calling on different students to speak the Turkish which the situation calls for. Encourage students to give the Turkish, if they can, without reading it from their books. The Guide will correct any student whose pronunciation or use of words is wrong. If there is no Guide, the other members of the group will be prepared to criticize mistakes.

Following this exercise, ask different members of the group to give the meaning in English of the different Turkish expressions listed for each situation.

Digitized by Google

Go back to the last exercise of the preceding section. The Leader will ask different members of the group the Turkish to be used in each of the situations given. Other members of the group will criticize the choices made if they do not happen to agree with them. The Leader will also ask for the meaning of all of the other expressions. Then go on to the following hearing exercise.

2. Listening In

To the Group Leader: The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the *Listening In* material so that students can get practice in understanding spoken Turkish which uses the vocabulary they know. Meaning, therefore, is to be emphasized.

The first time you go through the conversations, have the Guide repeat a conversation, if necessary, to help clear up meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping. Pay about equal attention to pronunciation and meaning.

Finally, assign parts and have the students read the conversations. Give everyone a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, stand behind the counter in the store, etc. Keep it moving. Get everyone to speak up! Take a part yourself.

Keep your book closed while the Guide reads the following conversations and repeat after him. If you have no Guide, you should use the phonograph records, repeating the Turkish immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have heard and said. Ask someone in the group to give you the English equivalent of any expression you do not understand. If necessary, go back to the *Useful Words and Phrases* to find the meaning. Almost all the words and the expressions you have had in *Useful Words and Phrases* occur in the following conversations.

1. *Greetings.*

Record 3A, after 6th spiral.

bày‿ká-yá— gʸû-n‿áy-dín, bày‿mé-tín!	Gün aydın, bay Metin!
bày‿mé-tín— gʸû-n‿áy-dín, bày‿ká-yá!	Gün aydın, bay Kaya!

Digitized by Google

bày‿ká-yá—	ná-sil-sı-nìz?	Nasılsınız?
bày‿mé-tín—	í-yí-yìm, te-şék^{y}-k^{y}ú-r‿e-dè-rím! síz ná-sil-sı-nìz?	İyiyim, teşekkür ederim! Siz nasılsınız?
bày‿ká-yá—	bén-dé‿i-yì-yím!	Ben de iyiyim!

2. *Looking for a hotel.*

bày‿kár—	áf-fe-dèr-si-níz!	Affedersiniz!
	bú-ra-da‿o-tél^{y}‿vár-mì?	Burada otel varmı?
bày‿mé-tín—	é-vèt. i-yí‿bí-r‿ó-tél^{y}‿vàr.	Evet. İyi bir otel var.
bày‿kár—	bú‿ó-tèl^{y} né-ré-dè?	Bu otel nerede?
bày‿mé-tín—	sà:-dá.	Sağda.
bày‿kár—	te-şék^{y}-k^{y}ú-r‿e-dè-rím!	Teşekkür ederim!
bày‿mé-tín—	bír‿şèy‿dé-yíl^{y}!	Bir şey değil!

3. *In a restaurant.*

Record 3B, beginning.

bày‿kár—	mér-há-bà, áh-mèt!	Merhaba, Ahmet!
àh-mét—	mér-há-bà, bày‿kár!	Merhaba, bay Kar!
bày‿kár—	ye-mék^{y}‿vak-tí‿dé-yíl^{y}-mì?	Yemek vakti değilmi?
	ye-mék^{y}‿ye-mé-k^{y}‿ís-ti-yò-rúm.	Yemek yemek istiyorum.
àh-mét—	né‿ar-zù‿e-di-yór-su-nuz, bày‿kár?	Ne arzu ediyorsunuz, bay Kar?
bày‿kár—	ét vé‿pa-tá-té-s‿ís-ti-yò-rúm.	Et ve patates istiyorum.
àh-mét—	ek^{y}-mé-k^{y}‿ís-ti-yór-mú-su-nùz?	Ekmek istiyormusunuz?
bày‿kár—	é-vèt, l^{y}út-fèn.	Evet, lûtfen.
àh-mét—	bír‿şé-y‿íç-mé-k^{y}‿ís-ti-yór-mú-su-nùz?	Bir şey içmek istiyormusunuz?

Digitized by Google

bày‿kár—	é-vèt, bí-rà.	Evet, bira.
	hép-si‿né‿ká-dàr?[1]	Hepsi ne kadar?
àh-mét—	í-kʸí‿lʸí-rá	İki lira.

4. *Going to a movie.*

bày‿kár—	áf-fe-dèr-si-níz! bú-ra-da‿i-yí‿bír‿si-né-ma‿vár-mì?	Affedersiniz! Burada iyi bir sinema varmı?
bày‿mé-tín—	é-vèt. i-lʸer-dé‿bír‿sí-né-má‿vàr.	Evet. İlerde bir sinema var.
bày‿kár—	si-né-ma‿sa-át‿káç-tá‿báş-lı-yòr?	Sinema saat kaçta başlıyor?
bày‿mé-tín—	sá-àt‿yé-di-dé.	Saat yedide.
bày‿kár—	lʸût-fèn, sá-àt‿káç?[1]	Lûtfen, saat kaç?
bày‿mé-tín—	sá-àt‿béş.	Saat beş.
bày‿kár—	te-şékʸ-kʸú-r‿e-dè-rím!	Teşekkür ederim!
bày‿mé-tín—	bír‿şèy‿dé-yílʸ!	Bir şey değil!

5. *At a store.*

àh-mét—	ak-şam-la-rı-nız‿há-yır-lí‿ól-sùn, bày‿kár!	Akşamlarınız hayırlı olsun, bay Kar!
bày‿kár—	te-şékʸ-kʸú-r‿e-dè-rím, sí-zín-dè!	Teşekkür ederim, sizin de!
àh-mét—	né‿ár-zù‿e-di-yór-su-nuz?	Ne arzu ediyorsunuz?
bày‿kár—	si-gá-rá‿ís-ti-yò-rúm.	Sigara istiyorum.
àh-mét—	búy-rùn!	Buyrun!
bày‿kár—	te-şékʸ-kʸú-r‿e-dè-rím! bú‿né-dír?[1]	Teşekkür ederim. Bu nedir?
àh-mét—	kʸíb-rít. kʸíb-rí-t‿ar-zú‿é-di-yór-mú-su-nùz?	Kibrit. Kibrit arzu ediyormusunuz?
bày‿kár—	é-vèt. káç‿pá-rà?	Evet. Kaç para?

[1] A special kind of question. Listen for it and imitate the tone of voice.

Digitized by Google

àh-mét—	ón ◡kú-rùş.	On kuruş.
bày ◡kár—	búy-rùn!	Buyrun!
àh-mét—	te-şék^{y}-k^{y}ú-r ◡e-dè-rím!	Teşekkür ederim!
bày ◡kár—	ál-la-há ◡ıs-már-la-dık!	Allaha ısmarladık!
àh-mét—	g^{y}ǜ-l^{y}é ◡g^{y}ǜ-l^{y}è, bày ◡kár!	Güle güle, bay Kar!

6. *Getting ready to leave.*

bày ◡kár—	áf-fe-dèr-si-níz, is-tas-yón ◡né-ré-dè?	Affedersiniz, istasyon nerede?
	sá:-dá-mı-dır?	Sağdamıdır?
bày ◡mé-tín—	há-yır. sá:-dà ◡dé-yíl^{y}. í-l^{y}èr-dé.	Hayır. Sağda değil. İlerde.
bày ◡kár—	bú ◡trèn sa-át ◡káç-tá ◡kál-kàr?	Bu tren saat kaçta kalkar?
bày ◡mé-tín—	sa-át ◡dör-dǜ ◡ón ◡g^{y}é-çè.	Saat dordü on geçe.
bày ◡kár—	áf-fe-dèr-sí-níz. án-lá-mı-yò-rúm!	Affedersiniz. Anlamıyorum!
	l^{y}ûtfèn yá-váş ◡ya-váş ◡ko-nù-şu-núz!	Lûtfen yavaş yavaş konuşunuz!
bày ◡mé-tín—	bú ◡trèn, sa-át ◡dör-dǜ ◡ón ◡g^{y}é-çè kàl-kár. án-lı-yór-mú-su-nùz?	Bu tren, saat dördü on geçe kalkar. Anlıyormusunuz?
bày ◡kár—	é-vèt, án-lí-yo-rùm! te-şék^{y}-k^{y}ú-r ◡e-dè-rím!	Evet, anlıyorum! Teşekkür ederim!
bày ◡mé-tín—	bír ◡şèy ◡dé-yíl^{y}!	Bir şey değil!

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the *Useful Words and Phrases.*

Go through the conversations once more following the same plan as before. Imitate carefully and be sure to keep in mind the English equivalent of everything you are saying in Turkish.

Finally go through the conversations again but this time take turns. The Leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

Digitized by Google

Section E—Review

1. Covering the Turkish (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the Turkish. Read the English silently and test yourself to see if you can speak the Turkish for each word and phrase. Check the expressions you are uncertain about and after you have gone through the whole list, uncover the Turkish and review them. Go through the list once more and continue for at least three times or until you can give the Turkish readily for all the expressions. To make sure of this, pick out expressions at random and see if you can speak out the Turkish quickly. Speak the Turkish aloud and try to imitate your Guide's pronunciation as well as you can remember it. When you have completed this individual study, the group will then proceed to the following exercise.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Useful Words and Phrases* in Sections A and B. Read to the group the English equivalent of the Turkish expressions. Call on different students (not in any fixed order) asking for the correct Turkish for the English.

For instance say to A:

"*tŭrkʸ-çė-dè* 'Is there a restaurant here?' *ná-sìl‿dė-nìr?*"

The students are to respond with their books closed. The Guide will indicate by a negative sign whenever he hears a Turkish expression that is wrong, or, if there is no Guide, the other members of the group will indicate that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct Turkish should be told to review the *Useful Words and Phrases* thoroughly before the next meeting of the group. Do not spend any time talking about the *why* of the Turkish; stick to the *how*.

There are two *precautions* which the Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every Turkish expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles badly, turn to someone else.
2. Everyone must speak loud enough, so that all can hear. Every student should be encouraged to call out "Louder, Please!" if he can't hear. Check on this occasionally by pointing to the student who is listening to someone else's Turkish, and ask "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

Digitized by Google

In order to fix in your mind the expressions you will need in the conversations of the following section, check yourself on your ability to speak the Turkish you have learned. By now you should not have to grope for it. The Leader of the group will ask you to supply in turn the Turkish expressions for the English equivalents which he reads from the *Useful Words and Phrases*. If you have done a thorough job of recalling the Turkish when you are looking only at the English equivalents, as suggested in 1, of this section, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your Turkish expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

3. Simple Arithmetic in Turkish

1. Here are the numbers from one to ten. Repeat after your Guide, once with your book open, twice with your book closed.

bír	dőrt	sè-kʸíz
i-kʸí	béş	dò-kúz
úç	àl-tí	ón
	yè-d	

2. Here are some sample additions. Repeat after your Guide, as above.

a. i-kʸí‿i-kʸí‿dá-hà ká-çé-dèr?	2 + 2 = ?
i-kʸí‿i-kʸí‿dá-hà dőr-dé-dèr.	2 + 2 = 4
b. ú-ç‿úç‿dá-hà ká-çé-dèr?	3 + 3 = ?
ú-ç‿úç‿dá-hà ál-tì-é-dèr.	3 + 3 = 6
c. bé-ş‿i-kʸí‿dá-hà ká-çé-dèr?	5 + 2 = ?
bé-ş‿i-kʸí‿dá-hà ye-dí-é-dèr.	5 + 2 = 7

3. On a sheet of paper, write out the figures for similar problems which do not add up to more than ten. Write, for example, 5 + 3 = 8. The Leader will then ask one of the group to say his problem in Turkish and another to answer it in Turkish. The person answering must not be content to give the sum

Digitized by Google

but must speak the whole problem. For example, if you have written as your problem the figures 2 + 7 = 9, you say: i-kʸi‿yé-dí‿dá-hà ká-çé-dèr? The one who answers must say: i-kʸi‿yé-dí‿dá-hà do-kú-zé-dèr. Continue this exercise until everyone has had a chance both to ask and to answer.

Section F—Conversation

To the Group Leader: Read once more the precautions under Section E. 2. Then read the following directions with the class. After going through the outlined conversations, encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *ums* and *ers*.

The Leader will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun out of it. The Guide will help you if your Turkish is wrong or if your pronunciation is bad. The Leader will prompt you if you are not sure what comes next in your part.

1. Finding a restaurant.

   Mr. Stone approaches Mr. Strong, excuses himself, and asks about a restaurant. Mr. Strong directs Mr. Stone who thanks him. They exchange good-byes.

2. Eating a meal.

   Mr. and Mrs. Carr enter a restaurant and are greeted by the waiter. He asks what they will have and they order meat and potatoes, bread, drinks and so on. When they have finished they ask for the check, pay and leave.

3. Going to a movie.

   Mr. Carr approaches Mr. Stone and asks about a movie. Mr. Stone gives him directions. Mr. Carr thanks him. At the movie, Mr. Carr asks Ahmet, the ticket-seller, when the movie starts. Ahmet tells him, but Mr. Carr doesn't understand and asks him to repeat. Ahmet repeats slowly. Mr. Carr then asks what the price of admission is, pays, and goes in.

When you can do these conversations rapidly and without hesitation, strike out for yourself and initiate a conversation. Try to use as many as possible of the phrases you have learned in this unit. But do not waste time attempting to say things not found in this unit. Your possibilities are limited here, but as you go on through this manual, they will become ever larger and you soon will be able to talk at length about many different things.

Digitized by Google

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit. It is for reference only, but you should know all of these before going on to the next unit.

af-fet- . . .
áf-fe-dèr-si-niz!

àh-mét
áh-mèt!

àk-ṣám
ák-ṣàm-lár
ák-ṣám-là-rı-níz
ak-ṣam-la-rı-niz‿há-yır-lí‿ól-sùn!

àl-láh
àl-lá-há
ál-la-há‿ıs-már-la-dìk!

àl-tí
ál-tí-é-dèr

an-la- . . .
án-lá-mı-yò-rúm
án-lı-yór-mú-su-nùz?
án-lí-yo-rùm

án-lí-yo-rùm, etc.

áp-tèst-há:-né
áp-tèst-há:-né né-ré-dè?

excuse
Excuse [me]!

Ahmet
Ahmet!

evening
evenings
your evenings
Good evening! (lit. may your evenings be fortunate!)

God
to God
Good-bye! (lit. we have commended [you] to God)

six
make six

understand
I [do] not understand
[Do] you understand?
I understand

see *an-la- . . .*

toilet
Where [is the] toilet?

Digitized by Google

ar-zu‿el- . . .

ar-zú‿é-di-yór-mú-su-nùz?
ár-zú‿e-di-yòr-su-núz

wish
[Do] you wish?
you wish

**ày-dín*

g^{y}ù-n‿áy-dın

(bright)
Good morning! (lit. let the day be bright!)

bas-la- . . .

bàṣ-lí-yòr
sa-át‿káç-tá‿baṣ ı-yòr?

start
[it] starts
At what time does it start?

báy

bày‿kár
bày‿ká-yá
bày‿mé-tín

Mr.
Mr. Carr
Mr. Kaya
Mr. Metin

bà·yán

bá·vàn‿kár
bá-yán‿kàr
bá-yàn‿ká-yá

Mrs.; Miss
Mrs. Carr
Mrs. Carr (in contrast to Mr.)
Mrs. Kaya

bén

bén·dè

I
I, too

béṣ

sa-át‿ye-di-yi‿béṣ‿g^{y}é-çè.
sa-át‿do-ku-zú‿béṣ‿g^{y}é-çi-yòr.
sa-át‿ye-di-yé‿béṣ‿ká là.
béṣ‿kú-rùṣ.

five
At five past seven.
[It]'s five past nine.
At five to seven
Five cents.

* Words marked with the star are not used alone, or in the form starred.

Digitized by Google

bír
bìr‿kʸíb-rít
bír‿lʸì-rá
í-yí‿bír‿lʸo-kàn-tá
bír‿ṣèy‿dé-yílʸ!

one; a, an; any
a match
one lira
a good restaurant
You're welcome! (lit. it isn't anything)

bí-rà

beer

bú
bú‿káç‿pá-rà?
bú‿lʸo-kàn-tá
bú‿né-dìr?

this
How much [is] this?
this restaurant
What's this?

bù-çúk
sa-át‿sé-kʸíz‿bu-çúk-tà

half (after an hour)
At half past eight.

bú-rá-dà

here

búy-rùn!
síz búy-rùn!

Here you are! (lit. be so kind!)
You first!

dà-há
dőrt béṣ‿dá-hà
ì-kʸí í-kʸí‿dá-hà

more
four [and] five (more)
two [and] two (more)

de- . . .
dè-dí-níz
dè-nír

say
you said
[it] is said

dè-yílʸ
sá:-dà‿dé-yílʸ.
dé-yílʸ-mì?

[it is] not
[It is] n't to [the] right.
[Is it] not?

Digitized by Google

dò-kúz	nine
do-kú-zė-dèr	makes nine
sa-át‿do-ku-zú‿béṣ‿gʸė-çi-yòr.	[It]'s five past nine.
dṓr-dė-dèr	see *dṓrt*
dȍr-dǘ	see *dṓrt*
dṓrt	four
dṓr-dė-dèr	makes four
sa-át‿dȍr-dǘ‿ón‿gʸė-çè.	At ten past four.
èkʸ-mékʸ	bread
et- . . .	do; make
e-dí-yór-su-nùz	you do, make
ét	meat
é-vèt	yes
fàt-má	Fatma (girl's first name)
gʸeç- . . .	pass
gʸè-çé	passing
sa-át‿ye-di-yí‿béṣ‿gʸė-çè.	At five past seven.
gʸė-çí-yòr	[it] is passing
sa-át‿do-ku-zú‿béṣ‿gʸė-çi-yòr.	[It]'s five past nine.
sa-á-t‿i-kʸi-yí‿ón‿gʸė-çi-yòr.	[It]'s ten past two.
gʸelʸ- . . .	come
gʸèlʸ-dí	[it] has come

Digitized by Google

*gʸül*ʸ- . . .
gʸù-lʸé
gʸü-lʸé ‿gʸü-lʸè

gʸün
gʸù-n ‿áy-dín!

há-yìr

hà-yir-lí
hà-yır-lí ‿ol-sùn!

hép-sì
hép-si ‿né ‿ká-dàr?

iç- . . .
ìç-mékʸ
bir ‿şè-y ‿ìç-mékʸ

ì-kʸí
sà-à-t ‿ì-kʸí.
sa-á-t ‿i-kʸi-yí ‿ón ‿gʸé-çi-yòr.

ì-lʸèr-dé

ì-sím
ìs-mi-níz
sì-zì-n ‿ìs-mi-níz

ìs-tàs-yón
ìs-tàs-yón né-ré-dè?

laugh
laughing
Good-bye! (lit. laughingly)

day
Good morning! (lit. may the day be bright!)

no

fortunate
May [they] be fortunate!

all
How much [does] the whole thing [come to]?

drink
to drink
to drink something

two
[It's] two o'clock.
[It]'s ten past two.

up ahead

name
your name
your name

railroad station
Where [is the] railroad station?

Digitized by Google

is-te- . . .

ís-tí-yo-rùm
si-gá-rá ‿ís-ti-yò-rúm
ís-ti-yór-mú-su-nùz?
ís-tí-yór-su-nùz

ís-tí-yo-rùm, etc.

ì-yí

ì-yí ‿bir ‿lʸo-kàn-tá
ì-yí-yìm.

ɪs-mar-la- . . .

is-màr-la-dík
àl-la-há ‿ɪs-már-la-dìk!

káç

sá-àt ‿káç? sá-át ‿kàç?
sá-àt ‿káç-tá?
káç ‿pá-rà?
káç ‿pa-rá ‿ís-ti-yòr-su-nuz?
káç ‿tá:-nè?
ká-çé-dèr?
kàç-tá?

kà-dár

né ‿ká-dàr?

kàh-vé

kah-vé ‿ar-zú ‿é-di-yór-mú-su-nùz?

want
I want
I want cigarettes
do you want [it]?
you want

see *is-te- . . .*

good; well
a good restaurant
I['m] well.

commend
we have commended [you]
Good-bye! (lit. we have commended [you] to God)

how much, how many
What time [is it]?
At what time?
How much (money)?
How much [do] you want?
How many (pieces)?
How much [does it] make?
at what (amount)?

amount
how much? (lit. what amount?)

coffee
[Do] you want coffee?

Digitized by Google

kal- . . .
kà-lá
sa-át‿ye-di-yé‿béṣ‿ká-là.

kalk- . . .
kàl-kár
sa-át‿káç-tá‿kál-kàr?

kár
bày‿kár

kà-yá
bày‿ká-yá

ko-nuş- . . .
ko-nú-şú-nùz!

kù-rúş
béṣ‿kú-rùṣ

kʸìb-rít
kʸíb-rí-t‿ís-ti-yò-rúm.
bìr‿kʸíb-rít
bír‿kʸib-rít‿ve-rír-mí-si-nìz?

lʸí-rà
bír‿lʸì-rá
úç‿lʸì-rá

remain
remaining
At five to seven.

leave
[it] leaves
At what time does it leave?

(Mr.) Carr
Mr. Carr

rock; (Mr.) Kaya (lit. "Stone")
Mr. Kaya

speak
Speak!

cent(s)[1]
five cents

match(es)[1]
I want matches.
a match
Will you give [me] a match?

lira
one lira
three lira

[1] One or a number of them.

Digitized by Google

lʸó-kán-tà

restaurant

lʸűt-fèn! (*lʸút-fèn*)[1]

Please!

mér-hà-bà!

Hello!

mè-tín

strong; (Mr.) Metin (lit. "Strong")

Lày ◡mè-tín

Mr. Metin

ná-sìl?

How?

ná-sil ◡dè-nìr?

How is [it] said?

ná-sil-sı-nìz?

How [are] you?

né

what

né ◡ár-zù ◡e-di-yór-su-nuz?

What [do] you wish?

né ◡dè-di-nìz?

What did you say?

né-dìr?

What is [it]?

né ◡ká-dàr?

How much? (lit. what amount?

né-rè-dè?

Where [is it]?

ís-tàs-yón né-rè-dè?

Where [is the] railroad station?

ol- . . .

be

òl-sún

may [they] be

há-yır-lí ◡ól-sùn!

may [they] be fortunate!

ón

ten

sá-à-t ◡ón.

[It's] ten o'clock.

sa-á-t ◡i-kʸi-yí ◡ón ◡gʸè-çi-yòr.

[It]'s ten past two.

ó-nè-dèr

makes ten

[1] Both pronunciations are used.

Digitized by Google

ò-tél^{y}

pà-rá

káç◡pá-rà?

pà-tá-tès

sá:

sà:-dá

sá:-dá-mɪ-dìr?

sà-át

sa-át◡do-ku-zú◡bés◡g^{y}é-çi-yòr.

sá-à-t◡í-k^{y}í.

sa-á-t◡i-k^{y}i-yí◡ón◡g^{y}é-çi-yòr.

sá-àt◡káç? sá-át◡kàç?

sá-àt◡káç-tá?

sá-à-t◡ón.

sa-át◡sé-k^{y}íz◡bu-çúk-tà.

sa-át◡ye-di-yí◡bés◡g^{y}é-çè.

sa-át◡ye-di-yé◡bés◡ká-là.

sè-k^{y}íz

sa-át◡sé-k^{y}íz◡bu-çúk-tà.

sí-gá-rà

si-gá-rá-◡ís-ti-yò-rúm.

bír◡sí-gá-rà

si-gá-rá-nìz

si-gá-ra-nɪz◡vár-mì?

[1] One or a number of them.

hotel

money

How much (money)?

potatoes

right

to [the] right

Is [it] to [the] right?

time; o'clock

[It]'s five past nine.

[It's] two o'clock.

[It]'s ten past two.

What time [is it]?

At what time?

[It's] ten o'clock.

At half past eight.

At five past seven.

At five to seven.

eight

At half past eight.

cigarette(s)[1]

I want cigarette[s].

a cigarette

your cigarette[s]

[Do] you have [any] cigarette[s]?

Digitized by Google

sí-né-mà

[the] movies

síz

you

sì-zín

yours; your

sí-zín-dè

yours, too

sól

[the] left

sòl-dá

to [the] left

sú

water

sût

milk

sú-t‿ís-ti-yò-rùm.

I want milk.

şà-ráp

wine

şéy

thing

bìr‿şéy

something, anything

bír‿şèy‿dė-yí!ᵛ

You're welcome! (lit. it isn't anything)

tà:-né

piece

káç‿tà:-nè?

How many (pieces)?

te-şekʸ-kʸü-r‿et-. . .

thank

te-şékʸ-kʸú-r‿e-dè-rim!

I thank [you]!

trén

train

tûrkʸ-çè

Turkish

tûrkʸ-çė-dè

in Turkish

tûrkʸ-çė-dè bù‿ná-sìl‿dė-nìr?

How is this said in Turkish?

unut- . . .

forget

ú-nùt-túm

I forgot

ûç

three

Digitized by Google

và-kít
vàk-tí
yé-mékʸ◡vák-tì
yé-mékʸ◡vak-tí◡gʸélʸ-dì.

vár
vár-mì?

vé
ét vé◡pá-tá-tès

ver- . . .
ve-rír-mí-si-nìz?

yà-váṣ
yá-váṣ◡yá-vàṣ
yá-váṣ◡ya-váṣ◡ko-nù-ṣu-núz!

yè-dí
sá-àt◡yé-di-dé.
yé-dí-é-dèr
yè-dí-yé
sa-át◡ye-di-yé◡béṣ◡ká-là.
sa-át◡ye-di-yí◡béṣ◡gʸé-çè.

ye- . . .
yè-mékʸ
yé-mékʸ◡vák-tì
yé-mékʸ◡vak-tí◡gʸélʸ-di.
yé-mékʸ◡yé-mèkʸ
yé-mékʸ◡ye-mé-kʸ◡ís-ti-yò-rùm.

yók
time
its time
[it's] meal time
[It]'s time to eat.

there [is]
[Is] there?

and
meat and potatoes

give
will you give [me]?

slow
slowly
Speak slowly!

seven
At seven o'clock.
makes seven
to seven
At five to seven.
At five past seven.

eat
to eat; (a) meal; eating
mealtime
[It]'s time to eat.
to eat (a meal)
I want to eat.

there [is]n't

Digitized by Google

UNIT 2

MEETING PEOPLE

SECTION A—BASIC SENTENCES

To the Group Leader: Adopt the following steps as standard practice in conducting this course:

1. Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.
2. Before each group meeting, see that the Guide is available with his *Kılavuz için talimatname* or that phonograph and records are ready.
3. Have the members of the group read together the instructions that precede each piece of work they are to do before they begin it. Let one member of the group read these instructions aloud while the others follow the reading in their books.
4. Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.

In Section A of Unit 2 follow the same procedure as that outlined for *Useful Words and Phrases* of Section A in Unit 1. Go through the *Basic Sentences* once with everyone repeating in unison after the Guide or phonograph record. Then take up the *Hints on Pronunciation* which follow. Come back to the *Basic Sentences* and go through them once more, with repetitions in unison after the Guide. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the *Basic Sentences* a third time with individual repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like Turkish.

Make everyone speak loudly and clearly. Keep the work moving. Don't let it drag.

Begin this section by listening, in the manner already outlined in Section A of the preceding unit, to the *Basic Sentences* which follow. Be sure to keep in mind the meaning of the Turkish by reading silently the English Equivalent. As you listen to the Turkish, keep your eye on the *Aids to Listening*. This will help you imitate accurately the pronunciation you are hearing. Repeat each word and phrase loudly and clearly right

Digitized by Google

after you hear it. As you pronounce the Turkish, do so as though you really meant what you are saying. Do not forget that these words and phrases convey a real meaning and it is up to you to say them as though you were actually using them. Go through the sentences in unison and with your book open.

The *Basic Sentences* are set up as conversations so that you may hear and speak the Turkish as you would hear and speak it if you were talking with Turkish people.

Although numerous characters are introduced in these *Basic Sentences*, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with *what* they say and *how* they say it.

1. Basic Sentences

Mr. Kaya, accompanied by his brother-in-law, Ali, meets Mr. Carr and his friend, Mr. Metin, on the street.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL TURKISH SPELLING
	Mr. Kaya	
Record 4A, beginning.		
hello	mér-há-bà!	merhaba
Mr. Carr	bày‿kár.	bay Kar
Hello, Mr. Carr!	mér-há-bà, bày‿kár!	Merhaba, bay Kar!
	Mr. Carr	
Hello, Mr. Kaya how [are] you?	mér-há-bà, bày‿ká-yá, ná-sil-sı-nìz?	Merhaba, bay Kaya, nasılsınız?
	Mr. Kaya	
you	sìz.	siz
I['m] well, thank you, how [are] you?	i-yí-yìm, te-ṣék^{y}-k^{y}ú-r‿e-dè-rim, sìz ná-sìl-sı-nìz?	İyiyim, teşekkür ederim, siz nasılsınız?

Digitized by Google

I['m] well, too.

this
gentleman
is Mr. Metin
This gentleman is Mr. Metin.

this
[is] my friend
Mr. Metin, this is my friend, Mr. Kaya.

I'm honored!

Mr. Kaya's
his wife
my wife's
[she] is her friend
Mr. Kaya's wife is my wife's friend.

this
my wife's
[he] is her brother
This is my wife's brother.

Mr. Carr

bén-dè i-yí-yìm.

bú.
zá:t.
bày◡mé-tín-dìr.
bú◡zà:t bày◡mé-tin-dir.

bú.
àr-ka-dá-şím.
bày◡mé-tín, bú àr-ka-dá-şím, bày◡ká-yá.

Mr. Metin

mü-şér-ré-f◡ól-dùm!

Mr. Carr

bày◡ká-ya-nín.
kà-ri-sí.
kà-ri-mín.
ár-ka-da-şí-dìr.
bày◡ká-ya-nín◡ká-rı-sì ka-rı-mi-n◡ár-ka-da-şí-dìr.

Mr. Kaya

bú.
kà-ri-mín.
kár-de-şí-dìr.
bú ka-rı-min◡kár-de-şí-dìr.

Ben de iyiyim.

bu
zat
bay Metindir.
Bu zat bay Metindir.

bu
arkadaşım
Bay Metin, bu arkadaşım, bay Kaya.

Müşerref oldum!

bay Kayanın
karısı
karımın
arkadaşıdır
Bay Kayanın karısı karımın arkadaşıdır.

bu
karımın
kardeşidir
Bu karımın kardeşidir.

Digitized by Google

	Mr. Carr	
I've forgotten	ú-nùt-túm.	unuttum
yours	sì-zín.	sizin
your name	ìs-mí-níz.	isminiz
Excuse me, I've forgotten! What is your name?	áf-fe-dèr-si-níz, ú-nùt-túm! si-zí-n‿ìs-mi-níz‿nè-dír.	Affedersiniz, unuttum! Sizin isminiz nedir?
	Ali	
mine	bè-ním.	benim
my name	ìs-mím.	ismim
[*is*] *Ali Dag*	á-lʸì‿dá:.	Ali Dağ
My *name is Ali Dag.*	bé-ní-m‿ìs-mìm á-lʸì‿dá:.	Benim ismim Ali Dağ.
	Mr. Carr	
Record 4B, beginning.		
Thank you!	teşékʸ-kʸú-r‿e-dè-rím!	Teşekkür ederim!
Mr. Metin, this is Ali Dag.	bày‿mé-tín, bú á-lʸì‿dá:.	Bay Metin, bu Ali Dağ.
	Ali	
What is your *name, please?*	lʸút-fèn, si-zí-n‿ìs-mi-níz‿nè-dir?	Lûtfen, sizin isminiz nedir?
	Mr. Carr	
My *name's Tom Carr.*	bé-ní-m‿ìs-mìm tóm‿kár-dìr.	Benim ismim Tom Kardır.
Some weeks later:		
	Ali	
your brothers (*or sisters*) [*are*] *there* [*any*]*?*	kár-dèş-lʸé-ri-níz. vár-mì?	kardeşleriniz varmı?
Have you any brothers or sisters, Mr. Carr?	si-zín‿kar-deş-lʸe-ri-níz‿vár-mì, bày‿kár?	Sizin kardeşleriniz varmı, bay Kar?

Digitized by Google

Mr. Carr

a	bi̇r.	bir
my sister	kíz‿kár-de-şi̇m.	kız kardeşim
there [is]	vár.	var
Yes, I have a sister.	é-vèt, bi̇r‿kíz‿kar-de-şi̇m‿vàr.	Evet, bir kız kardeşim var.

Ali

your sister's	kíz‿kár-dė-şi-ni-zi̇n.	kız kardeşinizin
her name	i̇s-mí.	ismi
What's your sister's name?	kiz‿kar-de-şi-ni-zi̇-n‿i̇s-mí‿nè-di̇r?	Kız kardeşinizin ismi nedir?

Mr. Carr

my sister's	kíz‿kár-dė-şi-mi̇n.	kız kardeşimin
her name	i̇s-mí.	ismi
[it] is Fatma	fát-má-di̇r.	Fatmadır
My sister's name is Fatma.	kíz‿kar-de-şi-mí-n‿i̇s-mi fát-má-di̇r.	Kız kardeşimin ismi Fatmadır.

Ali

your sister	kíz‿kár-dė-şi-ni̇z.	kız kardeşiniz
is [she] married?	ėv-lʸí-mi-di̇r?	evlimidir?
Is your sister married?	kíz‿kár-dė-şi-ni̇z ėv-lʸí-mi-di̇r?	Kız kardeşiniz evlimidir?

Mr. Carr

unfortunately	ma-á-lʸė-sèf.	maalesef
[she] is married	ėv-lʸí-di̇r.	evlidir
Yes, unfortunately, she is married.	é-vèt, ma-á-lʸė-sèf, ėv-lʸí-di̇r.	Evet, maalesef, evlidir.

Digitized by Google

Ali

Mrs. Metin's	bà-yàn◡mé-ti-nín.	bayan Metinin
her sister	kíz◡kàr-de-ṣì.	kız kardeşi
[*is*] *there?*	vár-mì?	varmı?
Has Mrs. Metin a sister?	ba-yàn◡me-ti-nín◡kiz◡kar-de-ṣì◡vár-mì?	Bayan Metinin kız kardeşi varmı?

Mr. Metin

hers	ò-nún.	onun
her sister	kíz◡kàr-de-ṣì.	kız kardeşi
there isn't	yók-tùr.	yoktur
No, she hasn't any sister.	há-yìr, o-nún◡kiz◡kar-de-ṣì◡yók-tùr.	Hayır, onun kız kardeşi yoktur.

Before you go through the *Basic Sentences* a second time, note the sound values of the following letters:

LETTER	STANDS FOR A SOUND	EXAMPLES	
a	about like *a* in *father*	àr-ká-dáṣ	(*friend*)
e	about like *e* in *pet*	bén-dè	(*I, too*)
i	about like *i* in *pit*	ìs-mí-níz	(*your name*)
o	about like *o* in *for*	yók	(*there* [*is*]*n't*)
u	about like *u* in *push*	ú-nùt-túm	(*I've forgotten*)
ı	something like the *u* in *suppose*	ná-sıl-sı-nìz	(*how* [*are*] *you*)
ü	like the *i* in *pit*, pronounced with puckered lips	mü-ṣèr-réf	(*honored*)
a:	something like *a* in *father*, drawn out or drawled	dá:	(*mountain*)

Digitized by Google

kʸ	like *c* in *cute*	te-ṣėkʸ-kʸú-r‿e-dè-rím	(*thank* [*you*])
ṣ	like *sh* in *shin*	kàr-déṣ	(*brother*)
y	like *y* in *year*, even in the middle or at the end of a word	bày‿ká-vá	(*Mr. Kaya*)
lʸ	something like the *li* in *million*, but run together into a single sound	ma-á-lʸé-sèf	(*unfortunately*)

Remember that:

A curved line (‿) connecting two words shows that they are pronounced together without any pause or break.

The mark (´) over a vowel indicates that it is pronounced more strongly than any other in the group of words connected by (‿).

The mark (`) over a vowel indicates the next strongest vowel in the group.

The mark (') over a vowel indicates the other fairly strong vowel or vowels in the group. There may be a number of these vowels, but there can be only one vowel with (´) and only one with (`).

Then study the following:

2. Hints on Pronunciation

To the Group Leader: The explanations preceding the *Practices* should be read by the group and discussed before the practice is attempted. Go through each practice as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. Have the group repeat after the Guide, or the phonograph record, first in unison, then individually.

You will find that the practice material[1] is presented in sections on the phonograph record with a narrow space of clear record between each section. This arrangement will make it possible for you to play each section of practice as it is needed.

PRONUNCIATION PRACTICES

Use the same procedure with the following practices that you did with the *Basic Sentences* from which they were selected. Go through them three times, twice with the book open and once with the book closed. Try to

[1]Practices on *a*, *e*, *i*, *o*, *u*, already presented in Unit 1 (first part of Record 3A).

Digitized by Google

get a clear impression of the sound and try to make your pronunciation as much like that of the Guide or phonograph record as you can.

One of the simple basic vowel-sounds of Turkish which we have met above is unlike any English vowel-sound. If you pronounce *cushion* with puckered lips, and then repeat it with spread lips, pushing the tongue slightly forward, you should get a vowel-sound, between the *c* and *sh*, very much like Turkish *ı*.

Note: This Turkish sound is written with *ı* without a dot over it and is not to be confused with dotted *i*.

Practice pronouncing *cushion* with spread lips, then drop the *-ion* and pronounce *cush-* first with puckered lips and then with spread lips, thus:

PRACTICE 1 **Record 5A, beginning.**

kúş.
kış.
kúş.
kış.
kúş.
kış.
kúş.
kış. kış. kış. kış.

The first of these is Turkish *kúş* 'bird', and the second is Turkish *kış* 'winter'.

PRACTICE 2 **Record 5A, after 1st spiral.**

kız. (*girl*)
ná-sıl-sı-nız? (*how [are] you?*)
kà-rı-sı. (*his wife*)
hà-yır-lı. (*fortunate*)

Pay attention to the rhythm and make the sounds no longer and no shorter than you hear the Guide or the record make them. Notice that the vowel sounds are pronounced with clarity even when they are in unaccented syllables.

Digitized by Google

If you are uncertain about any of the points of pronunciation which have been discussed, ask your Guide to repeat the words and phrases with which you are having trouble, and try to improve your pronunciation. Remember that these notes are only approximate and are at best an imperfect description of the sounds.

When you are satisfied that you can pronounce fairly well all the sounds, go through the *Basic Sentences* once more in unison and with your book open. As you repeat after your Guide, keep your eye on the *Aids to Listening*, and note in particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally go through the *Basic Sentences* again, this time taking turns. Keep your book closed, listen carefully to your Guide, and make sure that your pronunciation satisfied him.

3. Check Yourself

Did you go through the *Basic Sentences* at least twice with your book open and then at least once with your book closed?

Did you repeat each word and phrase immediately after hearing it in a loud, clear voice?

Did you follow the pronunciation you heard even if it seemed different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Turkish?

If your Guide asked you to repeat, did you do so with enthusiasm and as many times as necessary until he was satisfied with what you were saying?

Section B—Word Study and Review of Basic Sentences

1. Word Study (Individual Study)

If your group has time for outside assignments, do the *Word Study* between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the words and expressions you have just learned and examine them to see how the language is built. First read the words and expressions in each list and make sure that you understand the meaning of the Turkish. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask other members of the group about them. Follow the same procedure with each list and each comment.

Digitized by Google

1. *Turkish equivalents of English "is"*

Observe the following words and phrases:

Column I			*Column II*	
		Group I		
bè-nim	*'mine'*	:	bė-n m-dìr	*'[it] is mine'*
èv-lʸí	*'married'*	:	ėv-lʸí-dìr	*'[she] is married'*
bày‿mė-tín	*'Mr. Metin'*	:	bày‿mė-tín-dir	*'[it] is Mr. Metin'*
		Group II		
ét	*'meat'*	:	ét-tìr	*'[it] is meat'*
èkʸ-mékʸ	*'bread'*	:	ékʸ-mékʸ-tìr	*'[it] is bread'*
bìr‿kár-déş	*'a brother'*	:	bír‿kár-déş-tìr	*'[he] is a brother'*

If we compare Column I with Column II, and Group I with Group II, we see that:

1. the part of the words in Column II which means "is" is the *ending -dir, -tir*;
2. the form *-dir* is found after words which end in *humming* sounds, like *-m, -i, -n*;

Note 1: To test whether the final sound of a word "hums" or not, pronounce the word, placing the hands over the ears and drawing out each final sound. If there is a buzzing in the ears, the final sound "hums" and the *-dir* form of the ending is used.

3. the form *-tir* is found after words which end in *non-humming* sounds, like *-t, -kʸ, -ş*;

Note 2: If, when trying the experiment described above in Note 1, there is no buzzing in the ears, the final sound does not "hum," and the *-tir* form of the ending is used.

4. the *strongest vowel*, marked with ('), is *not* in the ending but in the word before the ending.

Digitized by Google

Now observe these forms:

	Column I			*Column II*	
			Group I		
i	kàr-dė-ṣí	*'his brother'*	:	kár-de-ṣí-dìr	*'[it] is his brother'*
e	né?	*'what?'*	:	né-dìr?	*'what is [it]?'*
e	kàr-déṣ	*'brother'*	:	kár-déṣ-tìr	*'[it] is [the] brother'*
			Group II		
a	tòm‿kár	*'Tom Carr'*	:	tóm‿kár-dìr	*'[it] is Tom Carr'*
ı	kíṣ	*'winter'*	:	kíṣ-tìr	*'[it] is winter'*
a	vár	*'there [is]'*	:	vár-dìr	*'there is'*
			Group III		
o	ón	*'ten'*	:	ón-dùr	*'[it] is ten'*
u	sú	*'water'*	:	sú-dùr	*'[it] is water'*
u	kù-rúṣ	*'penny'*	:	kú-rúṣ-tùr	*'[it] is [the] penny'*

If we compare Column I with Column II, and Groups I, II and III, we see that:

1. the ending meaning "is" does not always have the vowel *i*, as in Group I, but sometimes has *ı*, as in Group II, and sometimes *u*, as in Group III;
2. if the last vowel of the base word is *i* or *e*, as in Group I, the ending has *i*;
3. if the last vowel of the base word is *ı* or *o*, as in Group II, the ending has *ı*.
4. if the last vowel of the base word is *u* or *o*, as in Group III, the ending has *u*.

Note: This pairing-off of vowels between base and ending is called *vowel harmony* and is characteristic of Turkish words.

Digitized by Google

We see that the idea of '(it, he, she) is' is expressed in Turkish not by a separate word as in English, but by adding one of the *endings* *-dir*, *-dır*, *-dur*, *-tir*, *-tır*, *-tur*, to a word. An English sentence, therefore, such as '[it] is [the] friend' is expressed in Turkish by a single word: *àr-ka-dáş-tìr*.

2. *Turkish equivalents of English "my"*

Observe these forms:

	Column I			*Column II*	
			Group I		
	kà-rí	*'wife'*	:	kà-rím	*'my wife'*
	pà-rá	*'money'*	:	pà-rám	*'my money'*
			Group II		
i	ì-sím	*'name'*	:	is-mím	*'my name'*
e	kàr-déş	*'brother'*	:	kàr-dė-şím	*'my brother'*
ı	kíz	*'daughter'*	:	kì-zím	*'my daughter'*
a	àr-ka-dáş	*'friend'*	:	àr-ka-dà-şím	*'my friend'*
u	kúş	*'bird'*	:	kù-şúm	*'my bird'*
o	ón	*'ten'*	:	ò-núm	*'my ten'*

If we compare Column I with Column II, and Group I with II, we see that:

1. the part of the words in Column II which means 'my' is the ending *-m* after a *vowel* (*ı*, *a*, etc.), as in Group I;
2. it is the ending *vowel plus -m* after a *consonant* (*m*, *ş*, *z*, *n*, etc.), as in Group II;
3. and is *-im*, *-ım*, or *-um* according to the rules of vowel harmony:
   a. *-im* after *i* or *e*;
   b. *-ım* after *ı* or *a*;
   c. *-um* after *u* or *o*;
4. the *strongest vowel*, marked with (´), is that of the ending, *if* the strongest vowel in the base is the *last* one; otherwise the vowel of the ending is *next strongest*, marked with (`), and the strongest vowel remains in the base.

Digitized by Google

3. *Some Turkish equivalents of English "your"*

Observe the following:

	Column I			*Column II*	
			Group I		
	kà-rí	*'wife'*	:	kà-rı-níz	*'your wife'*
	sı̀-gá-rà	*'cigarette'*	:	si-gá-rà-nìz	*'your cigarette'*
			Group II		
i	kʸìb-rít	*'match'*	:	kʸìb-rì-ti-níz	*'your match'*
e	ét	*'meat'*	:	è-tı̀-níz	*'your meat'*
ı	kíş	*'winter'*	:	kì-şı̀-níz	*'your winter'*
a	àr-kà-dáş	*'friend'*	:	ár-ka-dà-şı-níz	*'your friend'*
u	kúş	*'bird'*	:	kù-şú-núz	*'your bird'*
o	ón	*'ten'*	:	ò-nú-núz	*'your ten, the ten of you'*

If we compare Column I with Column II, and Group I with II, we see that:

1. the part of the words in Column II which means 'your' is *-niz, -nız, -nuz* after a vowel (*ı, a*, etc.) as in Group I;
2. is *-i-niz, -ı-nız, -u-nuz* after a consonant (*t, ş, n*, etc.). as in Group II;
3. is *-(i)-niz, -(ı)-nız* or *-(u)-nuz* according to the rules of vowel harmony:
   a. *-(i)-niz* after *i* or *e*;
   b. *-(ı)-nız* after *ı* or *a*;
   c. *-(u)-nuz* after *u* or *o*;
4. the *strongest vowel*, marked with (´), is that of the ending, *if* the strongest vowel in the base is the *last* one; otherwise the vowel of the ending is the *next strongest*, marked with (`).

Examples:

àr-ká-dáş	:	ár-ka-dà-şı-níz
	but	
sı̀-gá-rà	:	si-gá-rà-nìz.

Digitized by Google

4. *Turkish equivalents of English "his, her, its, their"*

Observe the following:

	Column I			*Column II*	
			Group I		
i	*he-p(i)[1]	*'all'*	:	(*he-pi-si) hép-si̇̀[2]	*'all of it (lit. its all)'*
e	né?	*'what?'*	:	nè-sí?	*'its what?'*
ı	kà-rí	*'wife'*	:	kà-rı-sí	*'his wife'*
a	lʸó-kán-tà	*'restaurant'*	:	lʸo-kán-tá-sì	*'his restaurant'*
			Group II		
i	i̇̀-sím	*'name'*	:	ìs-mí	*'their name'*
e	kàr-déș	*'brother'*	:	kàr-dė-și	*'her brother'*
ı	kíz	*'daughter'*	:	kì-zí	*'his daughter'*
a	kà-dár	*'amount'*	:	kà-dá-rí	*'its amount'*
u	kúș	*'bird'*	:	kù-șú	*'his bird'*
o	ón	*'ten'*	:	ò-nú	*'his ten'*

If we compare Column I with Column II and Groups I and II, we see that:

1. the part of the words in Column II which means 'his, her, its, their' is *-si*, *-sı*, *-su* after vowels (*i*, *e*, *ı*, *a*, etc.), as in Group I;
2. and *-i*, *-ı*, *-u* after consonants (*m*, *ș*, *r*, *n*, etc.), as in Group II;
3. is *-(s)i*, *-(s)ı* or *-(s)u* according to the rules of vowel harmony:
   a. *-(s)i* after *i* or *e*;
   b. *-(s)ı* after *ı* or *a*;
   c. *-(s)u* after *u* or *o*;

[1]**he-p(i)* 'all' is not used alone, in this form, but is always found either as *hép* 'all', or with one of these 'my, your, his, her, its, their' endings: *hép-si̇̀* 'all of it', *hé-pi̇-nìz* 'all of you', etc.

[2]*hép-si̇̀* is a shortened form of **he-pi-si*.

Digitized by Google

4. the *strongest vowel*, marked with (ˊ), is that of the ending, *if* the strongest vowel in the base is the *last* one; otherwise the vowel of the ending is *next strongest*, marked with (ˋ):

Examples:

kàr-déş : kàr-dė-ş*i*

but

lʸó-kán-tà : lʸo-kán-tá-sì

Since the endings

-(*i*)*m*, -(*ı*)*m*, -(*u*)*m* 'my'

-(*i*)*niz*, -(*ı*)*nız*, -(*u*)*nuz* 'your'

-(*s*)*i*, -(*s*)*ı*, -(*s*)*u* 'his, her, its, their'

indicate the "possessor" of something, and are added to a word which indicates the "thing possessed," we shall call them *possessive* endings.

5. *Turkish equivalents of English "-'s"*

Observe these forms:

	Column I			*Column II*	
		Group I			
i	kàr-dė-ş*í*	*'his brother'*	:	kár-dè-ş*i*-ní*n*	*'his brother's'*
ı	kà-rı-sí	*'his wife'*	:	kà-rı-si-nín	*'his wife's'*
a	bày‿ká-yá	*'Mr. Kaya'*	:	bày‿ká-ya-nín	*'Mr. Kaya's'*
		Group II			
i	kàr-dė-ş*ím*	*'my brother'*	:	kár-dè-ş*i*-mi*́n*	*'my brother's'*
e	ò-tél^{y}	*'hotel'*	:	ò-té-l^{y}i*́n*	*'the hotel's'*
ı	kíz	*'girl'*	:	kì-zín	*'the girl's'*
a	zá:t	*'gentleman'*	:	zà:-tín	*'the gentleman's'*
u	kúş	*'bird'*	:	kù-şún	*'the bird's'*
o	tóm	*'Tom'*	:	tò-mún	*'Tom's'*

If we compare Column I and Column II, and Group I with Group II, we see that:

1. the part of the words in Column II which means "-'s" is *-nin*, *-nın*, *-nun* after vowels (*i*, *ı*, *a*, etc.), as in Group I;

2. and *-in*, *-ın*, *-un* after consonants (*m*, *l*, *z*, *t*, *ş*, etc.), as in Group II;

Digitized by Google

3. is *-(n)in*, *-(n)ın* or *-(n)un* according to the rules of vowel harmony:
   a. *-(n)in* after *i* or *e*;
   b. *-(n)ın* after *ı* or *a*;
   c. *-(n)un* after *u* or *o*;

4. the *strongest vowel*, marked with (′), is that of the ending, *if* the strongest vowel in the base is the *last* one; otherwise the vowel of the ending is *next strongest*, marked with (`).

We shall call this ending the *genitive* ending.

6. *"Possession" in Turkish*

We have seen the following phrases in the *Basic Sentences* of this unit:

bày◡ká-ya-nín◡ká-rı-sì	*'Mr. Kaya's wife'*
ká-rı-mí-n◡ár-ka-da-ṣì	*'my wife's friend'*
ká-rı-mín◡kár-de-ṣì	*'my wife's brother'*
kíz◡kar-de-ṣi-mi-n◡is-mì	*'my sister's name'*
ba-yán◡me-ti-nin◡kíz◡kár-de-ṣì	*'Mrs. Metin's sister'*

You will see that in these phrases, the first word (or group of words) (bày◡ká-ya-nín, kà-ri-mín) (which indicates the owner or *possessor* of the second word) has the genitive ending *-(n)in*, *-(n)ın*, *-(n)un*, and the second word (kà-ri-sí, àr-ka-dá-ṣí) (which indicates the *thing possessed* by the first) has the "his, her, its, their" possessive ending *-(s)i*, *-(s)ı*, *-(s)u*. So in Turkish you say:

bày◡ká-ya-nín◡ká-ri-sì — *'(Mr. Kaya's his wife)*, that is: *Mr. Kaya's wife'*.

2. Covering English and Turkish of Word Study (Individual Study)

Read aloud several times the examples given you in the *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat the operation until you are sure that you know every expression. As a final test, cover the Turkish and see if you can speak out the Turkish expressions by simply looking at the English. Skip about and test yourself thoroughly.

Digitized by Google

3. Review of Basic Sentences

Review the first half of the *Basic Sentences* with your Guide or the phonograph record. Go through them as many times as you can, taking turns repeating the Turkish individually. Try it with books closed and see how you get along without the help of the *Aids to Listening*. Always keep in mind the meaning of the Turkish you are hearing and speaking. As you go through the *Basic Sentences* be on the lookout for examples of the points in *Word Study* you have just covered.

Section C—Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences* with your Guide or the phonograph record. For the detailed procedure to be followed read again the instructions for the review of the first half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Here is your chance to find out just how well you have learned the meaning of the Turkish expressions you have had up to this point. Go back to the *Basic Sentences* in Section A and cover the English. Read the Turkish aloud and see whether you can supply the English equivalents of the words and phrases. Mark those you are not sure about and after reading the list through, uncover the English and look up their meaning. Cover the English again and repeat the procedure until you can go through the entire list giving all the meanings without difficulty.

3. Word Study Review (Individual Study)

Below is a group of exercises which will drill you on what you have learned in the *Word Study*. Work through each exercise carefully, doing what is asked for and trying to pronounce the words and phrases as you think your Guide would say them. Do not write anything in your book or elsewhere. If you cannot do the exercises rapidly, review again the *Word Study*. Be prepared to give the forms when the Group Leader calls on you for them.

Digitized by Google

1. Add the proper form of the "*is*" ending to the words in the following list:

   àh-mét
   àl-láh
   àl-tí
   bú
   dè-yíl^{y}
   k^{y}ìb-rít
   ná-sìl
   ṣà-ráp
   yók

2. Add the proper form of the "*my*" ending to the following words:

   àl-láh
   báy
   bí-rà
   ét
   kàh-vé
   k^{y}ìb-rít
   pà-rá

3. Add the proper form of the "*your*" ending to the words in 2.

4. Add the proper form of the "*his, her, its, their*" ending to the words in 2.

5. Add the proper form of the *genitive* ending to the words in 2.

6. Combine the forms in the first column with those in the second, adding the proper endings to each:

Example:

kà-rím '*my wife*' : kàr-déṣ '*brother*'
ká-rı-mín‿kár-de-ṣì '*my wife's brother*'

Column I		*Column II*
kár-dè-ṣi-níz	:	kà-rí
tóm	:	sí-gá-rà
bày‿ká-yá	:	pà-rá
à-l^{y}í	:	bí-rà
kíz	:	kàr-déṣ
fàt-má	:	kàh-vé
bá-yàn‿ká-yá	:	ét
àr-ká-dáṣ	:	kíz‿kár-dèṣ
kà-rí-níz	:	kàr-dèṣ-l^{y}ér
bú‿l^{y}o-kàn-tá	:	bí-rà

4. What Would You Say? (Individual Study)

For each of the following situations two or more Turkish expressions are given. Read all the expressions aloud and check the one you think best fits each situation. Be sure you know why the other choices are not

Digitized by Google

suitable. At the next meeting of the group you will be asked to say what you have chosen and you will have a chance to test your answers. Do not write anything down.

1. *Mr. "Stone" comes to visit. You say:*
   a. mér-há-bà, bá-yàn◡ká-yá!
   b. mér-há-bà, bày◡ká-yá!
2. *Mr. "Stone" inquires about your health. You answer:*
   a. ná-sil-sɪ-nìz?
   b. i-yí-yìm.
3. *You then ask how Mr. "Stone" is. He answers:*
   a. ná-sil-sɪ-nìz?
   b. bén-dè i-yí-yìm.
4. *You introduce your friend, Mr. "Strong", saying:*
   a. bú bé-nìm◡ki-zím.
   b. bú◡zà:t bày◡mé-tín.
   c. bú tóm◡kár-dìr.
5. *Mr. "Stone" acknowledges the introduction by saying:*
   a. si-zí-n◡is-mi-nìz né-dìr?
   b. mü-ṣér-ré-f◡ól-dùm.
6. *To your other friends, you say:*
   a. síz ná-sil-sɪ-nìz?
   b. bú àr-ka-dá-ṣím, bày◡ká-yá.
   c. si-zín◡ká-rɪ-nìz ná-sìl?
7. *Mentioning Mrs. "Stone" and Mrs. Carr, you say:*
   a. kà-rím bá-yàn◡ká-ya-nín kíz◡kár-de-ṣi-dìr.
   b. báy◡ká-ya-nín◡ká-rɪ-sì ka-rɪ-mi-n◡ár-ka-da-ṣí-dìr.
   c. bá-yàn◡ká-yá ba-yán◡ka-rin◡ki-zí-dìr.
8. *Mr. "Strong", seeing that you have neglected to mention a third person, who came with Mr. "Stone," in an aside, asks:*
   a. o-nú-n◡is-mí◡nè-dìr?
   b. bé-nim◡kár-de-ṣim-mi?
9. *You explain how he is related to Mrs. "Stone":*
   a. bú be-nim◡kár-de-ṣím-dìr.
   b. ba-yán◡ka-ya-nin◡kár-de-ṣi-dìr.
10. *Referring to Mr. "Stone's" brother-in-law, you say:*
    a. is-mí fàt-má.
    b. é-vèt èv-lʸí.
    c. is-mí à-lʸí.
11. *Mrs. "Stone's" brother now asks you what your name is:*
    a. si-zín◡kar-deṣ-lʸe-ri-niz◡vár-mì?
    b. bú◡né-dìr?
    c. si-zí-n◡is-mi-nìz né-dìr?
12. *You answer:*
    a. bé-ní-m◡is-mim tòm◡kár.
    b. bé-ní-m◡is-mim fàt-má.

Digitized by Google

13. *Ali then asks:*
    a. ka-rı-nı-zın◡kar-deş-l^{y}e-ri◡vár-mì?
    b. si-zín◡kar-deş-l^{y}e-ri-níz◡vár-mì?

14. *You answer:*
    a. há-yìr. kár-de-şìm◡yók.
    b. é-vèt. bír◡kíz◡kar-de-şim◡vàr.

15. *Ali, who is a young bachelor, asks her name. You answer:*
    a. ó-nú-n◡ís-mì áh-mét-tìr.
    b. kíz◡kar-de-şi-mí-n◡ís-mì fát-má-dìr.

16. *Ali, still curious, asks:*
    a. kì-zí év-l^{y}í-mi-dìr?
    b. bày◡mé-tín év-l^{y}í-mi-dìr?
    c. kíz◡kár-dé-şi-níz év-l^{y}í-mi-dìr?

17. *To his disappointment, you answer:*
    a. ìs-mí tóm.
    b. bé-ní-m◡ís-mìm à-l^{y}í.
    c. é-vèt év-l^{y}í-dìr.

18. *Ali, discouraged, sees Mrs. "Strong", and then asks:*
    a. báy◡me-ti-nín◡kar-de-şí◡vár-mì?
    b. ba-yán◡me-ti-nín◡kiz◡kar-de-şí◡vár-mì?

19. *You end the conversation by saying:*
    a. mér-há-bà á-l^{y}ì, ná-síl-sı-nìz?
    b. há-yìr, o-nún◡kiz◡kar-de-şí◡yók-tùr.

Section D—Listening In

1. What Did You Say?

To the Group Leader: Read the English describing the situations in *What Would You Say?* of Section C, and call on different students, not in any fixed order, to speak the Turkish which the situation calls for. Encourage the students to give the Turkish, if they can, without reading it from the simplified spelling in their books. Then ask different members of the group to give the meaning in English of the different Turkish expressions listed for each situation.

Go back to the last exercise in the preceding section. The Leader will ask different members of the group to speak the Turkish to be used in each of the situations given. Other members of the group will criticize the choices made if they do not agree with them. The Leader will also ask for the English equivalents of all the other expressions offered as choices, taking turns around the group.

Digitized by Google

2. Word Study Check-Up

To the Group Leader: As a further check on the students' understanding of the *Word Study*, read the English equivalent of the Turkish expressions given before each comment under *Word Study*. Call on different students, not in any fixed order, to give the correct Turkish for the English. For instance, say to A:

"*tűrkʸ-çė-dè* 'my brother's wife' *ná-sıl‿dė-nìr?*"

and so on. The Guide will at this point indicate by a negative sign whenever he hears a Turkish expression that is wrong. If there is no Guide, the other members of the group will signal that they do not agree. Immediately ask someone else to give the right answer. Any member of the group who has difficulty in giving the correct Turkish should be told to review the *Word Study* thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the *why*. Stick to the *how*.

As a final exercise, call for the answers to the exercises in *Word Study Review*, in Section C. 3. The Guide will indicate when he hears a wrong Turkish form, and when the correct form has been obtained, he will repeat it for the student until he is satisfied with the student's pronunciation.

The Leader will ask different members of the group to give the correct Turkish for the English equivalents of the expressions you studied in the *Word Study*. If you give the wrong answer, the Guide will let you know by making a negative sign; or, if there is no Guide, the other members of the group will indicate that they think your answer is wrong. The Leader will then immediately call on someone else for the right answer. If you have difficulty in giving the correct Turkish, review the *Word Study* thoroughly.

As a final check the Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C. 3), and the Guide or other members of the group will correct you, if you don't pronounce well.

3. Listening In

To the Group Leader: Re-read the note *To the Group Leader* in Section D. 2 of Unit 1. Follow the same procedure as outlined there. The first time you go through the conversations, check up on the meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally, assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak loudly and clearly and to get into the spirit of the situation.

Keep your book closed while the Guide reads the following conversation and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Turkish immediately after you hear it. At the end of each conversation take time out to check up on the meaning of any word or phrase

Digitized by Google

about which you are in doubt. Ask some other member of the group to give you the English equivalent or in case no one knows, go back to the *Basic Sentences* of this unit and make sure that you understand everything before you proceed any further. Go through the conversations a second time, repeating after the Guide individually. Then take parts in the conversations. This exercise contains almost all the new words you have learned in this unit.

1. *A meeting on the street.*

Record 5A, after 2nd spiral.

bày‿mé-tín—	mér-há-bà, bày‿ká-yá!	Merhaba, bay Kaya!
bày‿ká-yá—	mér-há-bà, bày‿mé-tín!	Merhaba, bay Metin!
bày‿mé-tín—	ná-sil-sı-nìz?	Nasılsınız?
bày‿ká-yá—	i-yí-yìm, te-şék^{y}-k^{y}ú-r‿e-dè-rim!	İyiyim, teşekkür ederim.
	sìz‿nà-sil-sı-niz?	Siz nasılsınız?
bày‿mé-tín—	bén-dè‿i-yí-yim.	Ben de iyiyim.

2. *Discussing a friend.*

bày‿mé-tín—	bú‿za:-ti-n‿ís-mí‿nè-dír?	Bu zatın ismi nedir?
bày‿ká-yá—	àr-ka-dá-şím, bày‿kár.	Arkadaşım, bay Kar.
bày‿mé-tín—	báy‿ká-r‿év-l^{y}í-mi-dìr?	Bay Kar evlimidir?
bày‿ká-yá—	é-vèt, év-l^{y}í-dir.	Evet, evlidir.
bày‿mé-tín—	kar-deş-l^{y}e-rí‿vár-mì?	Kardeşleri varmı?
bày‿ká-yá—	é-vèt, bír‿kíz‿kar-de-şí‿vàr.	Evet, bir kız kardeşi var.
bày‿mé-tín—	bú‿kíz‿kar-de-şi-ní-n‿ís-mì né-dír?	Bu kız kardeşinin ismi nedir?
bày‿ká-yá—	o-nú-n‿ís-mì fát-má-dìr.	Onun ismi Fatmadır.
bày‿mé-tín—	fat-má‿év-l^{y}í-mi-dír?	Fatma evlimidir?
bày‿ká-yá—	é-vèt, év-l^{y}í-dir.	Evet, evlidir.

Digitized by Google

3. *Discussing relatives.*

bày‿mé-tín—	bày‿ká-yá, si-zín‿ka-rı-nı-zin‿kar-deş-lʸe-rí‿vár-mì?	Bay Kaya, sizin karınızın kardeşleri varmı?
bày‿ká-yá—	é-vèt, bír‿kár-de-şí‿vàr.	Evet, bir kardeşi var.
bày‿mé-tín—	kar-de-şi-ní-n‿is-mí‿nè-dír?	Kardeşinin ismi nedir?
bày‿ká-yá—	ó-nú-n‿ís-mì à-lʸí.	Onun ismi Ali.
bày‿mé-tín—	ka-rı-nı-zin‿kar-de-şí‿év-lʸí-mi-dìr?	Karınızın kardeşi evlimidir?
bày‿ká-yá—	há-yìr, o-nún‿ka-rı-sí‿yók-tùr.	Hayır, onun karısı yoktur.
bày‿mé-tín—	ba-yán‿ká-yá‿nà-sìl?	Bayan Kaya nasıl?
bày‿ká-yá—	ká-rì-m‿í-yí, te-şékʸ-kʸû-r‿e-dè-rím!	Karım iyi, teşekkür ederim!
bày‿mé-tín—	ál-la-há‿ıs-már-la-dık!	Allaha ısmarladık!
bày‿ká-yá—	gʸü-lʸé‿gʸü-lʸè!	Güle güle!

4. *A meeting in front of a restaurant.*

Record 5B, beginning.

bày‿mé-tín—	ak-şam-la-rı-niz‿há-yır-lí‿ól-sùn, bày‿kár!	Akşamlarınız hayırlı olsun, bay Kar!
bày‿kár—	te-şékʸ-kʸû-r‿e-dè-rím, sí-zín-dè!	Teşekkür ederim, sizin de!
	bú‿ák-şàm ná-sil-sı-nìz?	Bu akşam nasılsınız?
bày‿mé-tín—	te-şékʸ-kʸû-r‿e-dè-rím!	Teşekkür ederim!
	í-yí-yìm.	İyiyim.
	síz?	Siz?
bày‿kár—	bén-dé‿i-yì-yím.	Ben de iyiyim.
	ye-mékʸ‿ye-mé-kʸ‿ís-ti-yór-mú-su-nùz?	Yemek yemek istiyormusunuz?
bày‿mé-tín—	é-vèt, yé-mèkʸ‿vak-tí‿gʸélʸ-dí.	Evet, yemek vakti geldi.

Digitized by Google

5. *In the restaurant.*

àh-mét—	báy-làr, né◡ár-zù◡e-di-yór-su-nuz?	Baylar, ne arzu ediyorsunuz?
bày◡kár—	yé-mék^{y}◡yé-mèk^{y}.	Yemek yemek.
	bén ét vé◡pa-tá-te-s◡ís-ti-yò-rúm.	Ben et ve patates istiyorum.
bày◡mé-tín—	bén-dè, l^{y}ût-fèn.	Ben de, lûtfen.
	bí-ra◡vár-mì?	Bira varmı?
àh-mét—	é-vèt, i-yí◡bí-rá◡vàr.	Evet, iyi bira var.
bày◡mé-tín—	bí-ra◡ís-ti-yór-mú-su-nùz, bày◡kár?	Bira istiyormusunuz, bay Kar?
bày◡kár—	é-vèt. i-k^{y}í◡bí-rà, l^{y}ût-fèn.	Evet. İki bira, lûtfen.
bày◡mé-tín—	si-gá-ra-dá◡ís-ti-yò-rúm.	Sigara da istiyorum.
bày◡kár—	bír◡k^{y}ib-rít◡ve-rír-mí-si-níz, áh-mèt?	Bir kibrit verirmisiniz, Ahmet?
àh-mét—	búy-rùn!	Buyrun!
bày◡kár—	te-şék^{y}-k^{y}ú-r◡e-dè-rím!	Teşekkür ederim!
bày◡mé-tín—	ál-la-há◡ıs-már-la-dık, áh-mèt!	Allaha ısmarladık, Ahmet!
àh-mét—	g^{y}ü-l^{y}é◡g^{y}ül^{y}è!	Güle güle!

6. *A man's sisters.*

à-l^{y}í—	bú◡za:-tin◡kar-deş-l^{y}e-ri◡vár-mì?	Bu zatın kardeşleri varmı?
àh-mét—	é-vèt, vár.	Evet, var.
à-l^{y}í—	káç◡tá:-nè?	Kaç tane?
àh-mét—	í-k^{y}í◡tá:-nè.	İki tane.
à-l^{y}í—	kíz-mì?	Kızmı?
àh-mét—	é-vèt, kíz◡kár-dèş.	Evet, kız kardeş.
à-l^{y}í—	kiz◡kar-deş-l^{y}e-rí◡év-l^{y}i-mi?	Kız kardeşleri evlimi?
àh-mét—	é-vèt, ma-á-l^{y}é-sèf, ev-l^{y}í-dír-l^{y}èr.	Evet, maalesef, evlidirler.

Digitized by Google

7. His sister Fatma.

à-l^{y}í—	si-zín‿kiz‿kar-de-şi-níz‿vár-mì?	Sizin kız kardeşiniz varmı?
àh-mét—	é-vèt, vár.	Evet, var.
à-l^{y}í—	kiz‿kar-de-şi-ni-zí-n‿ís-mi‿nè?	Kız kardeşinizin ismi ne?
àh-mét—	fàt-má.	Fatma.
à-l^{y}í—	fat-má‿bú-ra-dà-mı?	Fatma buradamı?
àh-mét—	há-yìr, bù-ra-dá‿dé-yíl^{y}.	Hayır, burada değil.
	si-né-má-dà.	Sinemada.

Is there any word or phrase in this conversation that you do not understand now? If there is, be sure to find out its meaning by asking members of your group or looking it up in the *Basic Sentences*.

Go through the conversations again following the same plan as before. Imitate carefully and keep in mind the meaning of everything you are saying in Turkish.

Finally go through the conversations a third time. Take turns speaking the parts and continue until everybody has had a chance to speak at least one of the parts. Keep this exercise going as long as you have time. Get the most out of this individual performance and when your turn comes, speak clearly and with feeling. If there is a Guide, he will correct any errors he hears by asking you to repeat. Make every effort to satisfy him with your pronunciation.

Section E—Conversation

1. Covering the Turkish of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* of this unit. Cover up the Turkish. Read the English silently and test yourself to see how many words and phrases you can say in Turkish. Check the words you are uncertain about and after you have gone through the whole list, uncover the Turkish and review them. Go through the list once more and continue for at least three times or until you can give the Turkish readily for all the expressions. This test is hard, but if you succeed in saying the Turkish for all the sentences by merely

Digitized by Google

looking at the English, you are doing well. To make sure of this, after you are certain you know the material, pick out expressions at random and see if you can still speak the Turkish quickly. As you practice, you must always speak the Turkish aloud and try to imitate the pronunciation of your Guide as well as you can recall it.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Basic Sentences*. Read to the group the English equivalents of the Turkish expressions. Call on different students, not in any fixed order, asking for the correct Turkish for the English. This check-up is to be conducted in the same way as the *Vocabulary Check-Up* of Section E. 2 of Unit 1. If you have any question about the proper procedure, review the note *To the Group Leader* in that section. Remember not to spend any time talking about the *why* of the Turkish; stick to the *how*.

Before you begin the conversation, check yourself on your ability to speak the Turkish you have learned up to this point. As in the *Vocabulary Check-Up* of Unit 1, the Leader of the Group will ask you to supply in turn the Turkish expressions for the English equivalents which he reads from the *Basic Sentences*. Figure out how to say the Turkish for each English phrase or sentence whether it is your turn to speak or not. Only in this way can you get the most value out of the *Check-Up*. If there is much of the Turkish which you don't know, review the *Basic Sentences* at the first opportunity outside of the group meeting.

3. Conversation

To the Group Leader: This section represents the real purpose of the entire unit. The course is intended to teach you to speak Turkish and to understand it when you hear it spoken. Follow the instructions and give all the time you can to free conversation practice. Any members of the group who have special difficulty recalling the Turkish words and phrases they need to express a meaning should be told to do more work with the *Useful Words and Phrases* and the *Basic Sentences*. They need, in particular, more practice in covering the Turkish and recalling it when they read the English. Practice in getting the meaning of the *Listening In* records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Then turn to the outlined conversations which follow. Assign parts and ask the students to act them out. Vary the situations and suggest to the students that they vary the Turkish slightly as they gain confidence in their speaking. Remember to keep the speaking loud enough so that everyone can hear. See that everyone is listening and trying to understand the Turkish that is being spoken.

The Leader will assign parts and will ask you to reproduce the conversational situations which follow. Act your part. Don't be afraid to vary the conversation if you are sure of your Turkish and use the Turkish

Digitized by Google

you have learned in Unit 1 as well as that of Unit 2. Continue this practice until everyone can speak any part of the conversations even though slight changes in the situations are introduced.

1. What's your name?

   Mr. Carr approaches Mr. Stone, excuses himself and tells him his name. Mr. Stone gives his name and asks what he wishes. Mr. Carr asks for directions to the station, train schedule, and so on. Mr. Stone directs him. Mr. Carr says thanks and they take their leave.

2. Family.

   Mr. Strong and Mr. Carr discuss a friend, whether he's married, his brothers and sisters, his wife's brothers and sisters, their names, and so on.

3. Friends and relatives.

   Mr. Strong introduces Mr. Carr to his friend, Ali. Ali explains that Mr. Stone's wife is his sister. Mr. Carr says his wife and Mr. Stone's wife are very good friends. They talk about Mr. Carr's sister. Ali is much interested.

Throw yourself into these conversations. Do the best you can with pronunciation and with the Turkish, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though you mean what you are saying. If there is a Guide, he will help you correct your errors. If you can do this work well, it means that you are actually conversing in Turkish, and that is your chief aim in this course.

SECTION F—CONVERSATION (*Cont.*)

1. Conversation (*Cont.*)

Read again the instructions given in Section F of the preceding unit. Then continue the conversations which you started in Section E of this unit (2). When you feel that you can converse fairly easily, proceed to the following exercise.

2. Questions and Answers

To the Group Leader: Here is a series of questions. When everyone is fairly proficient in the conversations, skip around the group asking these questions, or having the Guide ask them. The answers are always obvious either from the nature of the question or the content of the *Basic Sentences* and *Listening In*. The Guide will accept any answer which is good Turkish and which is possible under the circumstances. If there is no Guide you or other members of the Group may correct the answers given. Encourage each student to ask questions of the Guide, and of the other students.

Digitized by Google

After finishing the conversation practice, the Leader (or the Guide) will ask you a question from the group which follows. Answer each question to the best of your ability, taking into account what you have learned in this and the previous unit. At the indication of the Leader, ask one of the other students a question, chosen from those which appear below. Feel free to ask the Guide questions at any time. Ask these questions as though you were really interested in the answers. The Guide will correct your mistakes. Repeat as often as he indicates until he is satisfied. If there is no Guide the Leader or other members of your Group will indicate when they disagree.

1. sí-zí-n◡ís-mi-nìz né-dìr?
2. bú◡zà:-tí-n◡ís-mì né-dìr?
3. síz év-l^{y}í-mí-si-nìz?
4. si-zín◡kar-deş-l^{y}e-ri-níz◡vár-mì?
5. sí-zín◡kà-rı-nı-zìn ís-mí◡nè-dír?
6. si-zín◡kár-dé-şi-ni-zí-n◡is-mí◡nè-dír?
7. si-zín◡kiz◡kar-de-şi-níz◡vár-mì?
8. kiz◡kar-de-şi-ni-zí-n◡ís-mí◡nè-dír?
9. bú si-zí-n◡ár-ka-dà-şı-níz-mì?
10. ár-ka-dáş-lá-rı-nı-zí-n◡is-mí◡nè-dír?
11. si-zín◡kar-déş-l^{y}é-ri-níz-mì?
12. bú◡bay-la-rí-n◡i-sím-l^{y}e-rí◡nè-dír?
13. bú◡báy-làr ár-ka-dáş-lá-rı-níz-mì?
14. báy◡.....◡kár-dé-şi-ní-n◡is-mí◡nè-dír?
15. ba-yán◡.....◡kár-dé-şi-ní-n◡is-mí◡nè-dír?
16. báy◡.....◡kar-deş-l^{y}e-rí◡vár-mì?
17. ba-yán◡.....◡kiz◡kar-deş-l^{y}e-rí◡vár-mì?

Take every opportunity between now and the next meeting of the group to try out your Turkish on other members of the group or on native speakers around you. Carry on conversations with them whenever you get a chance. Ask questions. At this stage of the game, don't try to use phrases or sentences which are different from those you have learned thus far in this course.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit which are in any way new or unusual. From now on we shall not repeat words which have been drilled sufficiently in previous units. This list is for reference only, but you should know all these before going on to the next unit.

àh-mét
áh-mèt!
àk-şám
bú◡ák-şàm
Ahmet (boy's name)
Ahmet!
evening
this evening

Digitized by Google

à-lʸí

á-lʸì‿dá:

á-lʸí-dìr

àr-ká-dáş

àr-ka-dá-şí

ár-ka-da-şí-dìr

àr-ka-dá-şím

ár-ka-dà-şı-níz

ár-ka-dàş-lár

ár-ka-dàş-lá-rı-níz

ár-ka-dàş-lá-rı-nı-zín

ár-ka-dáş-lá-rı-níz-mì?

ár-ka-dáş-tìr

báy

báy-làr!

bú‿báy-la-rìn

bà-yán

bá-yàn‿ká-yá

bén

bè-ním

bé-ním-dìr

bé-ní-m‿ís-mìm

bír

bír‿kíz‿kar-de-şím‿vàr.

bír‿kár-déş-tìr

Ali (boy's name)

Ali Dag

[it] is Ali

friend

her friend

[she] is her friend

my friend

your friend

friends

your friends

your friends'

[Are they] your friends?

[it] is [the] friend

Mr.; gentleman

Gentlemen!

these gentlemen's

Mrs.

Mrs. Kaya

I

my, mine

[it] is mine

my name

a, an; one

I have a sister (lit. there is a sister of mine).

[he] is a brother

Digitized by Google

bí-rà — beer
i-kʸi̍‿bí-rà — two beers

bú — this, this one, this person; these
bú‿zà:t — this gentleman

bú-rȧ-dà — here
bú-ra-dà-mi? — [Is she] here?

dá: — mountain; (Mr.) Dag (lit. "Hill")
ȧ-lʸì‿dá: — Ali Dag

dè-yílʸ — [she is]n't

èkʸ-mékʸ — bread
ėkʸ-mékʸ-tìr — [it] is bread

ét — meat
è-ti̍-níz — your meat
ét-tìr — [it] is meat

év — house
èv-lʸí — married
ėv-lʸí-dìr — [she] is married
ev-lʸí-di̍r-lʸèr — they are married
ėv-lʸí-mi-dìr? — Is [she] married?
ėv-lʸí-mi̍-si-nìz? — [Are] you married?

fàt-má — Fatma (girl's name)
fȧt-má-dìr — [it] is Fatma

Digitized by Google

hép

**he-p(i)*
hé-pi-niz
hé-p(i)-si

ì-sím
i-sim-lʸér
i-sim-lʸé-rí
is-mí
kíz‿kar-de-şi-ni-zi-n‿is-mi
is-mím
is-mi-níz

ì-yí
i-yí

kà-dár
kà-dá-rí

kár
bá-yàn‿kár
bá-yàn‿ká-rín
ba-yán‿ká-rín‿ki-zì

kàr-déş
kàr-dé-şí
kár-de-şi-dìr
kàr-dé-şím

*Not used alone in this form.

all (see **he-p(i)*, etc.)

all
all of you
all of it (lit. its "all")

name
names
their names
his (her, its, their) name
your sister's name
my name
your name

good; well; nice
[She is] well.

amount
its amount

(Mr.) (Mrs.) Carr
Mrs. Carr
Mrs. Carr's
Mrs. Carr's daughter

brother
his (her) brother
[he] is her brother, [it] is his brother
my brother

Digitized by Google

kíz◡kár-de-ṣìm — my sister
kár-dè-ṣi-mín — my brother's
kíz◡kár-dè-ṣi-mìn — my sister's
kár-dè-ṣi-mín◡ká-rɪ-sì — my brother's wife
kár-de-ṣím-mí-dìr? — Is [it] my brother?
kár-dè-ṣi-nín — his brother's
kár-dèṣ-lʸér — brothers
kár-dèṣ-lʸe-rí — (his) (her) brothers
kár-dèṣ-lʸé-ri-níz — your brothers (or sisters)
kár-dèṣ-lʸé-ri-níz-mì? — [Are they] your brothers?
kár-déṣ-tìr — [it] is [the] brother
bír◡kár-déṣ-tìr — [he] is a brother

kà-rí — wife

kà-rím — my wife
kà-ri-mín — my wife's
ká-rɪ-mín◡ár-ka-da-ṣì — my wife's friend
ka-rɪ-mí-n◡ar-ka-da-ṣí-dìr — [she] is my wife's friend
ka-rɪ-min◡kár-de-ṣí-dìr — [he] is my wife's brother
kà-ri-níz — your wife
kà-ri-nɪ-zín — your wife's
kà-ri-sí — his wife
kà-rɪ-si-nín — his wife's

kà-yá — rock; (Mr.) Kaya (lit. "Stone")

bày◡ká-ya-nín — Mr. Kaya's
bày◡ká-ya-nín◡ká-rɪ-sì — Mr. Kaya's wife

Digitized by Google

kíṣ

kì-ṣi-níz

kíṣ-tìr

kíz

kì-zí

ki-zí-dìr

kì-zím

ki-zím-dìr

kì-zín

kíz◡kár-dèṣ

kíz◡kár-de-ṣì

kíz◡kár-de-ṣìm

kíz◡kár-dė-ṣi-mìn

kíz◡kár-dė-ṣi-nìn

kíz◡kár-dė-ṣi-nìz

kíz◡kár-dė-ṣi-ni-zìn

kíz◡kár-dèṣ-l^{y}e-rì

kíz-mì?

kù-rúṣ

kú-rúṣ-tùr

kúṣ

kù-ṣú

kù-ṣúm

kù-ṣún

kù-ṣú-núz

winter

your winter

[it] is winter

girl; daughter

his daughter

[she] is her daughter

my daughter

[it] is my daughter

the girl's

sister(s)

her sister

my sister

my sister's

his sister's

your sister

your sister's

his sisters

[are] they girl[s]?

cent

[it] is [the] penny

bird

his bird

my bird

the bird's

your bird

Digitized by Google

kʸìb-rít
kʸìb-rì-ti-nzì

lʸó-kán-tà
lʸo-kán-tá-sì

ma-á-lʸé-sèf

mè-tín
báy ◡mé-tín-dìr
bá-yàn ◡mé-tín
bá-yàn ◡mé-ti-nín

mǜ-ṣèr-réf
mü-ṣér-ré-f ◡ól-dùm

ná-sìl
ná-sìl?

né
né-dìr?
nè-sí?

ó
ò-nún
o-nún ◡kíz ◡kár-de-ṣì
ó-nú-n ◡is-mì

ol-...
òl-dúm
mü-ṣér-ré-f ◡ól-dùm

match
your match

restaurant
his restaurant

unfortunately

strong, durable; (Mr.) Metin (lit. "Strong")
[he (it)] is Mr. Metin
Mrs. Metin
Mrs. Metin's

honored
I'm honored

how
How [is she]?

what
What is [it]?
its what (what of its)?

he (she, it, that)
his (*her*, *its*)
a sister of hers
his name

be; become
I have been (become), I am
I'm honored

Digitized by Google

ón

ón-dùr
ò-nú
ò-núm
ò-nú-núz

ò-núm

ò-télʸ

ò-té-lʸín

pà-rá

pà-rám

sì-gá-rà

si-gá-rá-dà
si-gá-rà-nìz

sì-né-mà

si-né-má-dà

síz

sì-zín
sì-zí-n ⌣ìs-mi-nìz

sú

sú-dùr

ten

[it] is ten
his ten
my ten
your ten, the ten of you

see *ó*

hotel

the hotel's

money

my money

cigarette(s)

cigarettes, too
your cigarette

movie

at the movies

you

your, yours
your name

water

[it] is water

Digitized by Google

tóm

tóm-dùr
tò-mún
tòm◡kár
tóm◡kár-dìr

u-nut-...

ú-nùt-túm

vár

bi̇r◡kíz◡kar-de-şi̇m◡vàr
vár-dìr
vár-mì?
kar-deş-l^{y}e-ri-ni̇z◡vár-mì?

yók

yók-tùr
o-núṅ◡kíz◡kar-de-şi̇◡yòk-tùr
o-núṅ◡ka-rı-si̇◡yók-tùr

zá:t

bú◡zà:t
bú◡zà:-tìn

Tom

[it] is Tom
Tom's
Tom Carr
[it] is Tom Carr

forget

I've forgotten

there [is], there [are]; have

I have a sister (lit. there is a sister of mine)
there is
[are] there?
Have you any brothers? (lit. are there brothers of yours?)

there [is]n't; hasn't, haven't

there isn't
she hasn't any sister (lit. there isn't any sister of hers)
he hasn't any wife (lit. there isn't any wife of his)

gentleman

this gentleman
this gentleman's

Digitized by Google

UNIT 3

WHAT'S YOUR JOB?

SECTION A—BASIC SENTENCES

To the Group Leader: Read carefully the note to the Leader preceding Section A of Unit 2. Then go through the *Basic Sentences* once, and take up the *Hints on Pronunciation*. Go through the *Basic Sentences* at least twice more individually, paying especial attention to pronunciation.

Go through the *Basic Sentences*, in unison, in the same way you did for Section A of the preceding unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the *Basic Sentences* once in unison and have done the *Hints on Pronunciation*, come back to the *Basic Sentences*. Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

1. Basic Sentences

Mr. Akyurek, Mr. Gunduz, Mr. Kurt, and Mr. Akchay apply for jobs in Mr. Carr's office.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL TURKISH SPELLING
	Mr. Carr	
Record 6A, beginning.		
gentlemen	(1) báy-làr! (2) bày-lár.	baylar
Good morning, gentlemen!	gʸû-n◡áy-dín, báy-làr!	Gün aydın, baylar!
	Gentlemen	
Good morning, Mr. Carr!	gʸû-n◡áy-dín, bày◡kár!	Gün aydın, bay Kar!

Digitized by Google

What [do] you want?	né◡ár-zù◡e-di-yór-su-nuz?	Ne arzu ediyorsunuz?
	Gentlemen	
work	íş.	iş
we are looking for [it]	a-rí-yó-rùz.	arıyoruz
We're looking for work.	í-ş◡á-rı-yò-rúz.	İş arıyoruz!
	Mr. Carr	
you	síz.	siz
Mr. Akyurek	bá-y◡ák-yǘ-rèkʸ.	bay Akyürek
what	né?	ne?
you do	ya-pár-sí-nìz.	yaparsınız
You, Mr. Akyurek, what do you do?	síz, bá-y◡ák-yǘ-rèkʸ, né◡ya-pàr-sı-niz?	Siz, bay Akyürek, ne yaparsınız?
	Mr. Akyurek	
secretarial work	kʸà:-típ-lʸík.	kâtiplik
I do	é-dé-rìm.	ederim
I do secretarial work.	kʸá:-típ-lʸí-kʸ◡e-dè-rím.	Kâtiplik ederim.
	Mr. Carr	
Mr. Gunduz	bày◡gʸün-dúz.	bay Gündüz
what [do] you do?	né◡ya-pàr-sı-niz?	ne yaparsınız?
You, Mr. Gunduz, what do you do?	síz, bày◡gʸün-dúz, né◡ya-pàr-sı-niz?	Siz, bay Gündüz, ne yaparsınız?
	Mr. Gunduz	
(night-)watchman's work	bèkʸ-çí-lʸík.	bekçilik
I do	é-dé-rìm.	ederim
I'm a night-watchman.	bèkʸ-çi-lʸí-kʸ◡e-dè-rím.	Bekçilik ederim.

Digitized by Google

	Mr. Carr	
Mr. Kurt (lit. "Wolf")	bày‿kúrt.	bay Kurt
You, Mr. Kurt?	síz, bày‿kúrt?	Siz, bay Kurt?
	Mr. Kurt	
I	bén.	ben
cashier's work	vèz-ne-dár-lík.	veznedarlık
I do	yá-pá-rìm.	yaparım
I'm a cashier.	bén, vèz-ne-dár-lík‿ya-pà-rim.	Ben, veznedarlık yaparım.
	Mr. Carr	
and you	vè‿síz.	ve siz
Mr. Akchay	bá-y‿ák-çày.	bay Akçay
And you, Mr. Akchay, what do you do?	vè‿síz, bá-y‿ák-çày, né‿ya-pàr-sı-niz?	Ve siz, bay Akçay, ne yaparsınız?
	Mr. Akchay	
Record 6B, beginning.		
janitor's work	ha-dè-mė-l^{y}ík^{y}.	hademelik
I'm a janitor.	bén ha-dė-mel^{y}í-k^{y}‿e-dè-rim.	Ben hademelik ederim.
	Mr. Carr	
your jobs	iş-l^{y}è-ri-níz.	işleriniz
to your pleasure	hò-şú-nu-zá.	hoşunuza
do [they] go?	(1) g^{y}i-di-yór-mù?	gidiyormu?
	(2) g^{y}i-dí-yór-mù?	
Do you like your jobs?	iş-l^{y}e-ri-niz‿ho-şu-nu-zá‿g^{y}i-di-yór-mù?	İşleriniz hoşunuza gidiyormu?

Digitized by Google

Gentlemen

yes	é-vèt.	evet
to our pleasure	hò-ṣú-mu-zá.	hoşumuza
[they] go	gʸi-dí-yòr.	gidiyor
Yes, we do.	é-vèt, ho-ṣu-mu-zá‿gʸi-dí-yòr.	Evet, hoşumuza gidiyor.

Mr. Carr

these gentlemen	bù‿báy-lár.	bu baylar
These gentlemen are Mr. Kaya and Mr. Metin.	bú‿báy-làr, bày‿ká-yá, vé‿bày‿mé-tín.	Bu baylar, bay Kaya, ve bay Metin.
we	bíz.	biz
to you	sì-zé.	size
in our office	o-fí-si-míz-dé.	ofisimizde
work	íṣ.	iş
to give	vèr-mékʸ.	vermek
we want	ís-tí-yo-rùz.	istiyoruz
We'll give you work in our office.	bíz, si-zé‿o-fi-si-miz-dé‿íṣ‿ver-mé-kʸ‿is-ti-yò-rúz.	Biz, size ofisimizde iş vermek istiyoruz.

Gentlemen

very much	çók.	çok
we thank [you]	te-ṣékʸ-kʸú-r‿e-dè-ríz.	teşekkür ederiz
We thank you very much!	çók‿te-ṣékʸ-kʸú-r‿e-dè-ríz!	çok teşekkür ederiz!

Digitized by Google

Mr. Carr

now	şim-dì.	şimdi
(to) work	ì-şé.	işe
start!	báş-lá-yı-nìz!	başlayınız!
You're welcome. You may start work now!	bir ◡şèy ◡dė-yíl^{y}. şim-di ◡i-şé ◡báş-lá-yı-nìz!	Bir şey değil. Şimdi işe başlayınız!

Some time later:

Mr. Carr

my	bè-nim.	benim
at my house	è-vim-dé.	evimde
this evening	bú ◡ák-şàm.	bu akşam
a gathering	bir ◡tóp-lán-tí.	bir toplantı
there [is]	vár.	var
There's a party this evening at my house.	bė-ni-m ◡é-vim-dè bú ◡ákşàm bir ◡tóp-lán-tí ◡vàr.	Benim evimde bu akşam bir toplantı var.

Record 7A, beginning.

will you come?	g^{y}e-l^{y}ír-mi-si-nìz?	gelírmisiniz?
Will you come, Mr. Metin?	g^{y}e-l^{y}ír-mi-si-nìz, bày ◡mé-tín?	Gelirmisiniz, bay Metin?
You, Mr. Kaya?	síz, bày ◡ká-yá?	Siz, bay Kaya?

Gentlemen

Yes, we'll come!	é-vèt, g^{y}é-l^{y}í-rìz!	Evet, geliriz!
Thanks!	te-şèk^{y}-k^{y}ür-l^{y}ér!	Teşekkürler!
What time?	sá-àt ◡káç-tá?	Saat kaçta?

Digitized by Google

Mr. Carr

At half past eight.	sa-át‿sé-kʸíz‿bu-çúk-tà.	Saat sekiz buçukta.

Gentlemen

Good-bye!	ál-la-há‿ıs-már-la-dık!	Allaha ısmarladık!

Mr. Carr

Good-bye!	gʸü̇-lʸé‿gʸü̇-lʸè!	Güle güle!

Before you go through the *Basic Sentences* a second time review the sound values of the following letters:

LETTER	STANDS FOR A SOUND	EXAMPLES	
a	about like *a* in *father*	bá-y‿ák-çày	(*Mr. Akchay*)
e	about like *e* in *pet*	é-vèt	(*yes*)
i	about like *i* in *pit*	şím-dì	(*now*)
o	about like *o* in *for*	çók	(*very*)
u	about like *u* in *push*	bù-çúk	(*half*)
ı	something like *u* in *suppose*	ya-pár-sı-nız	(*you do*)
ü	about like *i* in *pit*, pronounced with puckered lips	bày‿gʸün-dûz	(*Mr. Gunduz*)
a:	about like *a* in *father* drawn out or drawled	kʸà:-típ	(*secretary*)
ç	like *ch* in *church*	çók	(*very*)
kʸ	about like *c* in *cute*	kʸà:-típ	(*secretary*)
gʸ	about like *g* in *argue*	gʸé-lʸí-rìz	(*we will come*)
h	about like *h* in *hand*	hà-dé-mé	(*janitor*)
y	about like *y* in *year*	bá-y‿ák-çày	(*Mr. Akchay*)
lʸ	about like *li* in *million*	dè-yílʸ	([*it is*] *not*)

Digitized by Google

Remember:

‿ connects words spoken together without pause or break

ˊ marks strongest vowel

ˋ marks next strongest vowel

' marks other fairly strong vowels

Then study the following:

2. Hints on Pronunciation

To the Group Leader: Follow the same procedure as for the *Hints on Pronunciation* of Unit 2. Have the group read and discuss the explanations, and then go through the *Practices* with the Guide or phonograph record.

One of the simple basic vowel sounds of Turkish which we have met in this unit is unlike any English vowel-sound. If you pronounce *dizzy* with spread lips, as one usually does in English, and then repeat it with puckered lips, you should get a vowel sound, between the *d* and the *z*, very much like Turkish *ü*.

Note: This Turkish sound is written with *ü* with two dots over it, and is not to be confused with *u*, without any dots.

Practice pronouncing *dizzy* with spread lips, then drop the *-zy*, and pronounce *diz-* first with spread lips and then with puckered lips, thus:

PRACTICE 1 **Record 7A, after 1st spiral.**

dí̈z.
dű̈z.
dí̈z.
dű̈z.
dí̈z.
dű̈z.
dí̈z.
dű̈z. dű̈z. dű̈z. dű̈z.

The first of these is Turkish *dí̈z*, 'knee', the second is Turkish *dű̈z*, 'straight'. Practice the following:

Digitized by Google

PRACTICE 2 — Record 7A, after 2nd spiral.

g^{y}ü̇-l^{y}é‿g^{y}ü̇-l^{y}è!	(*good-bye*)
g^{y}ǘn.	(*day*)
sǘt.	(*milk*)
te-ṣėk^{y}-k^{y}ǘ-r‿e-dè-rím.	(*thank* [*you*])
tǘrk^{y}-çè.	(*Turkish*)
ǘç.	(*three*)
mü̇-ṣèr-réf.	(*honored*)
bá-y‿ák-yü̇-rèk^{y}.	(*Mr. Akyurek*)
bày‿g^{y}ü̇n-dǘz.	(*Mr. Gunduz*)

It is very probable that your Guide, in pronouncing words for you to mimic, will often pronounce them one way when he says them very slowly, and a little differently when he says them quite fast. Don't be disturbed, for that is quite natural. Try to imitate him when he speaks rather fast, rather than when he is "on his good behaviour", because the faster way is the way people usually talk.

Now review Turkish *ı* in the following practice:

PRACTICE 3 — Record 7A, after 3rd spiral.

àl-tí.	(*six*)
ày-dín.	(*bright*)
báṣ-lá-yı-nìz!	(*start!*)
tòp-lán-tí.	(*gathering*)
véz-ne-dàr-lík.	(*cashier's work*)

Now go through the *Basic Sentences* once more individually, and with your book open. As you repeat after your Guide, keep your eyes on the *Aids to Listening* and note in particular the examples of the sounds discussed. Again do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Digitized by Google

Finally, go through the *Basic Sentences* at least once again individually. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

3. Check Yourself

Did you pronounce *ç* like *ch* in *chin*?
Did you pronounce *gʸ* like *g* in *argue*?
Did you distinguish carefully between *u* spoken with puckered lips, and *ı* spoken with spread lips?
Did you pronounce *ü* with puckered lips, and *i* with spread lips?
Did you note carefully the values of all the other sounds which occur in this unit?

Section B—Word Study and Review of Basic Sentences

1. Word Study (Individual Study)

As in Section B. 1 of Unit 2, read the words and expressions in each list and make sure that you understand the meaning of the Turkish. Then read the comments which follow each list. When you have finished the *Word Study* ask other members of the group about points which are not clear to you.

1. *Turkish equivalents of English "he is doing", etc.*

In the *Basic Sentences* of this and previous units we have seen these forms: *ȧn-lı-yór-mù-su-nùz?* '[do] you understand?', *ȧn-lí-yo-rùm* 'I understand', *ȧn-lá-mı-yò-rùm* 'I [do] not understand', *ȧr-zú◡ė-di-yòr-su-nùz* 'you want', *gʸė-çi̇-yòr* '[it] is passing', *bȧş-lí-yòr* '[it] is beginning', *a-rí-yȯ-rùz* 'we are looking for [it]', *gʸi-dí-yòr* '[it] is going', *i̇s-ti̇-yo-rùz* 'we want'. If we tabulate these with others, we get:

	Column I			*Column II*	
			Group I		
i	gʸit- . . .	*'go'*	:	gʸi̇-di̇-yòr	*'[it] is going'*
e	ar-zu◡et- . . .	*'wish'*	:	ȧr-zú◡ė-di-yòr-su-nùz	*'you wish'*
ı	—	—	:	—	—

Digitized by Google

a	yap- . . .	*'do'*	:	ya-pí-yó-rùm	*'I am doing'*
u	ko-nuṣ- . . .	*'talk'*	:	kó-nu-ṣú-yó-rùz	*'we are talking'*
o	—	—	:	—	—

Group II

e (i)	is-te- . . .	*'want'*	:	ís-tí-yór-su-nùz	*'you want'*
ı (a)	a-ra- . . .	*'look for'*	:	a-rí-yó-rùz	*'we are looking for [it]'*
a (a)	baṣ-la- . . .	*'start'*	:	báṣ-lí-yòr	*'[it] is starting'*

If we compare Column I with Column II, and Group I with II, we see that:

1. the part of the forms in Column II which means '[he] is doing', and the like, is the ending *-i-yor*, *-i-yor-su-nuz*, *-ı-yo-rum*, *-u-yo-ruz*, and so on;
2. in Group I, the endings are added directly to the *roots*, listed in Column I;

Note: The part of the forms in Column II which means 'go', 'wish', and so on, is called the *root*, the part from which the rest "grows", or to which we add the endings. Such roots, which we shall mark in our *Finder Lists* and *Vocabularies* with the hyphen and the dots, thus:

yap- . . . 'do, make'

and words made from them by certain endings, and these endings themselves, we shall call *verb roots*, *verbs*, and *verb endings*.

3. in Group II, however, we see that the last vowel of the root (is-te- . . ., a-ra- . . ., baṣ-la- . . .) is lost before the first vowel of these endings (-i-, -ı-, -u-):

baṣ-l(a)- . . . : báṣ-lí-yòr;

4. the endings in Column II:

-i-yor
-i-yor-su-nuz
-ı-yo-rum
-u-yo-ruz
-ı-yo-ruz
-ı-yor

do not all *begin* alike; the initial vowel (-i-, -ı-, -u-) is chosen according to the rules of vowel harmony, *-i-* after *i* or *e*, *-ı-* after *ı* or *a*, *-u-* after *u* or *o*;

Digitized by Google

5. the endings in Column II do not all *end* alike; we note that the difference is a difference in *person* ("I", "you", "he", "we"), so the last part of these endings (*-su-nuz*, *-um*, *-uz*) is called a *personal* ending;

6. the remaining part of the ending is *-i-yor-*, *-ı-yor-*, *-u-yor-*;

7. the *strongest vowel* (marked ´) is the first vowel of this ending:

Note 1· In the "you" form, however, one frequently hears not only *is-tí-yór-su-nùz*, but also *is-ti-yór-sù-nùz*.

Note 2: Not only in the "you" form, but also in other forms, when they come at the end of a phrase or sentence, the strongest vowel of the form is likewise the *o*, the second vowel of this ending, and it is the second strongest (`) vowel of the phrase:

is-tí-yòr *but* né‿is-ti-yòr?

We note that the forms with this *-i-yor-*, *-ı-yor-*, *-u-yor-* ending are most often equivalent to English forms such as 'we are talking', 'I am doing', and so forth. They refer, therefore, to a temporary or momentary action, so we shall call them *momentary* forms and endings.

2. *Turkish equivalents of English "he does", etc.*

Not all of the verb forms which we have seen thus far have been momentary forms. Among others, we have seen these:

te-şék^{y}-k^{y}ú-r‿e-dè-rim	*'I thank [you]'*
áf-fe-dèr-si-niz	*'(you will) excuse [me]'*
dè-nír	*'[it] is said'*
ve-rír-mi-si-nìz?	*'will you give [me]?'*
kàl-kár	*'[it] leaves'*
dór-dé-dèr	*'[it] makes four'*
ya-pár-si-nìz	*'you do'*
yá-pá-rìm	*'I do'*
te-şék^{y}-k^{y}ú-r‿e-dè-ríz	*'we thank [you]!'*
g^{y}e-l^{y}ír-mi-si-niz?	*'will you come?'*
g^{y}è-l^{y}í-riz	*'we will come'*

Digitized by Google

If we tabulate these and others, we get:

	Column I			*Column II*	
			Group I		
	is-te- . . .	*'want'*	:	ís-tér-si-nìz	*'you want'*
	a-ra- . . .	*'look for'*	:	à-rár	*'[he] looks for [it]'*
	baş-la- . . .	*'start'*	:	báş-lá-rìz	*'we start'*
			Group II		
e	gʸel^{y}- . . .	*'come'*	:	gʸé-lʸí-rìz	*'we will come'*
u	ko-nuş- . . .	*'talk'*	:	kó-nu-şúr-sù-nùz	*'you talk'*
			Group III		
i	gʸit- . . .	*'go'*	:	gʸì-dér	*'[he] goes'*
e	et- . . .	*'do'*	:	é-dé-rìm	*'I do'*
a	yap- . . .	*'do'*	:	yá-pá-rìz	*'we do'*

If we compare Column I with Column II, and Group I with II and III, we see that

1. the part of the forms in Column II which means '[he] does', and the like, is the ending *-r-sı-nız*, *-r*, *-rız*, *-i-riz*, *-ur-su-nuz*, *-er*, *-e-rim*, *-a-rız* and so on;
2. if we take off the personal endings (*-si-niz*, *-ız*, *-iz*, *-su-nuz*, *-im*, etc.), we have a number of different endings left (*-r-*, *-r*, *-ir-*, *-ur-*, *-er-*, *-ar-*);
3. the simple *-r-* ending, as in Group I, comes after roots which end in a *vowel* (*is-te- . . .*, *a-ra- . . .*, *baş-la- . . .*);

Note: The *vowels* are *i*, *e*, *ü*, *ö*, *ı*, *a*, *u*, *o* short or long.

4. the *-ir-*, *-ır-*, *-ur-* ending, as in Group II, after *some* of the roots which end in a consonant;

Note: A *consonant* is any sound other than a vowel.

5. the different forms of this *-ir-*, *-ır-*, *-ur-* ending are distributed according to the type of vowel harmony, which we met in Unit 2: *-ir-* after *i* or *e*, *-ır-* after *ı* or *a*, *-ur-* after *u* or *o*;

Note: This type of vowel harmony we shall call *Vowel Harmony Type I.*

Digitized by Google

6. the *-er-*, *-ar-* ending, as in Group III, likewise after *some* of the roots which end in a consonant; this ending follows a different type of vowel harmony:

-er- after *i*, *e*, *ü*, or *ö*
-ar- after *ı*, *a*, *u*, or *o*

Note: We shall call this type *Vowel IIarmony Type II.*

7. the strongest vowel (marked ´ı) is either that of the ending (-ír-, -ír-, -úr-, -ér-, -ár-), or the one just before the ending (-´-r-) (when the root ends in a vowel):

yap- . . . yà-pár
or
iste- . . . is-tér

8. you have to learn which of the roots ending in a consonant are followed by *-ir-*, *-ır-*, *-ur-* and which are followed by *-er-*, *-ar-*; in the *Finder Lists* of this and following units and in the general vocabularies, we shall indicate with each verb root ending in a consonant, which of the two sets of endings is to be used, thus:

te-şek^{y}-k^{y}ü-r‿et- . . . (aor. *-er-*)	'*thank*'
affet- . . . (aor. *-er-*)	'*excuse*'
den- . . . (aor. *-ir-*)	'*be said*'
ver- . . . (aor. *-ir-*)	'*give*'
kalk- . . . (aor. *-ar-*)	'*leave*'

and so on.

We note that the forms with these endings (*-r-*, *-ir-*, *-ır-*, *-ur-*, *-er-*, *-ar-*) are most often equivalent to English forms such as 'we do', 'he does', and so forth. They refer to a general fact, to something true without relation to any particular time. We shall call them *aorist* forms and endings.

3. *Turkish equivalents of English "the"*

In this and the two preceding units we have seen the following:

Column I		*Column II*
	Group I	
g^{y}ûn	:	'[*the*] *day*'
ò-tél^{y}	:	'[*the*] *hotel*'
ís-tàs-yón	:	'[*the*] *railroad station*'
áp-tèst-hà:-né	:	'[*the*] *toilet*'
sí-né-mà	:	'[*the*] *movie*'

Digitized by Google

	Group II	
ì-kʸí	:	*'two'*
dò-kúz	:	*'nine'*
yè-dí	:	*'seven'*
	Group III	
ì-kʸi-yí	:	*'two (lit. the two)'*
dò-kú-zú	:	*'nine (lit. the nine)'*
yè-di-yí	:	*'seven (lit. the seven)'*

In Group I, we see that there is nothing in the Turkish in Column I which corresponds to the "the" in the English in Column II.

If we compare Groups II and III, however, we see that the forms in Column I of Group III are longer than the ones in Column I of Group II; those of Group III have endings *-yi*, *-u*, *-yi*. We note that these endings correspond to a "the" in the literal meaning in English. We have met these forms only in phrases such as

sa-á-t‿i-kʸi-yi‿ón‿gʸé-çi-yòr.

'It's ten past two (lit. the two).'

sa-át‿do-ku-zú‿béş‿gʸé-çi-yòr.

'It's five past nine (lit. the nine)'.

sa-át‿ye-di-yi‿béş‿gʸe-çé‿kálkàr.

'It leaves at five past seven (lit. the seven)'.

We shall discuss these (ì-kʸi-yí, dò-kú-zú, yè-di-yí) and other similar forms later.

With this exception, English "the" is *not expressed* in Turkish.

4. *Turkish equivalents of English "a, an"*

In this and the preceding units we have seen these or similar forms:

Column I		*Column II*
	Group I	
lʸó-kán-tà	:	*'[a] restaurant'*
ò-télʸ	:	*'[a] hotel'*
si-gá-rà	:	*'[a] cigarette'*

Digitized by Google

Group II

bir⌣lʸó-kán-tà	:	*'a restaurant'*
bír⌣si-gá-rà	:	*'a cigarette'*
bìr⌣kár-déş	:	*'a brother'*

Group III

bir⌣lʸo-kàn-tá	:	*'one restaurant'*
bír⌣si-gà-rá	:	*'one cigarette'*
bír⌣kár-dèş	:	*'one brother'*

If we compare Columns I and II in Group I, we see that there is nothing in the Turkish in Column I which corresponds to the "a" in the English of Column II. Just as with "the", Turkish frequently has no equivalent of English "a, an".

In Group II however, we see that English "a" is equivalent to Turkish *bir* (*bìr*).

In Group III, we see that English "one" is equivalent to Turkish *bír*.

Compare:

bìr⌣kár-déş 'a brother'

with

bír⌣kár-dèş 'one brother'

We see that the Turkish equivalent of English "a, an" is *bìr* or *bír* with *next strongest* or *third strongest* vowel, and that the Turkish equivalent of English "one" is *bír* with the strongest vowel.

2. Covering English and Turkish of Word Study (Individual Study)

Before you leave the *Word Study*, cover the English equivalents in each list and make sure that you know the meaning of every Turkish expression. Then cover the Turkish and see if you can say each Turkish expression when you are looking only at the English.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences*. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and observe examples of the points in *Word Study* you have just covered.

Digitized by Google

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*. Follow the procedure suggested above.

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, cover the English and test yourself by reading the Turkish, just as you did in Section C of the previous unit. If you are not sure about the meaning of any words or phrases, when you have finished reading the *Basic Sentences* aloud, uncover the English and look up their meaning. Keep this up until you know all the meanings completely.

3. Word Study Review (Individual Study)

Work through the following exercises. Do not write anything down. If you cannot do the work rapidly, review again the *Word Study*. Be prepared to do what is required when the Leader calls on you. Always repeat the entire expression, phrase or sentence as you work.

1. Complete the following sentences by filling in the blanks with the proper forms of the *momentary* endings:
   1. àh-mét yá-váş‿ya-váş‿ko-núş . . .
   2. şa-rá-p‿i-ç . . . -mú-su-nùz?
   3. şim-di‿báş-l(a) . . . ùm.
   4. i-ş‿á-r(a) . . . úz.
   5. bir‿kúrt‿gʸé-lʸ . . . , dé-yílʸ-mì?
2. Complete the following with the proper forms of the *aorist* endings:
   1. o-fì-si-miz-dé i-şé‿sa-át‿káç-tá‿baş-là- . . .iz?
   2. ét‿yé- . . . ìz, kah-vé‿i-ç . . . ìz.
   3. türkʸ-çe‿kó-nuş . . . -mú-su-nùz, bày‿kár?
   4. bày‿gʸün-dúz né‿yá-p . . . ?
   5. o-fì-si-niz-dé káç‿pa-rá‿ve-r . . . -lʸèr?

4. What Would You Say? (Individual Study)

In the following exercise you have certain situations presented for which you are to choose the correct expression in Turkish. Read the situation, repeat aloud all of the solutions for each situation, and then indicate for the next class meeting the answer which you consider the most appropriate.

Digitized by Google

1. *Several men come into your office one morning. You say:*
a. ak-şam-la-rı-nız‿hå-yır-lí‿ól-sùn!
b. gʸû-n‿áy-dín, báy-làr!

2. *You then ask, politely:*
a. né‿is-ti-yòr-su-nùz?
b. né‿ár-zù‿e-di-yór-su-nuz?

3. *The men answer:*
a. í-ş‿á-rı-yò-rùz.
b. kåh-vé‿is-ti-yò-rùz.
c. bir‿şèy‿dė-yílʸ.

4. *After noting their names, you turn to Mr. Akyurek, and ask:*
a. si-zín‿kiz‿kar-de-şi-níz‿vár-mì?
b. né‿ya-pàr-sı-nız?
c. si-zí-n‿is-mi-nìz né-dìr?

5. *Mr. Akyurek answers:*
a. kʸíb-rí-t‿is-ti-yò-rùm.
b. kʸá:-tip-lʸí-kʸ‿e-dè-rim.

6. *You then turn to Mr. Gunduz and ask:*
a. sü-t‿is-ti-yór-mú-su-nùz?
b. síz év-lʸí-mi-si-nìz?
c. síz né‿ya-pàr-sı-nız?

7. *Mr. Gunduz replies:*
a. é-vèt, sú-t‿is-ti-yò-rùm.
b. békʸ-çi-lʸí-kʸ‿e-dè-rim.
c. é-vèt, kı-zi-m‿év-lʸí-dìr.

8. *Turning to Mr. Kurt, you say:*
a. ye-mékʸ‿ye-mé-kʸ‿is-ti-yór-mú-su-nùz?
b. vè‿síz, bày‿kúrt?

9. *Mr. Kurt answers:*
a. bén, vèz-ne-dår-lí-k‿e-dè-rim.
b. é-vèt, hó-şu-má‿gʸi-di-yòr.

10. *Turning to Mr. Akchay, you ask:*
a. síz, bá-y‿ák-çày, né‿ya-pàr-sı-nız?
b. né‿á-rı-yòr-su-nùz?

11. *Mr. Akchay replies:*
a. bén, ha-dė-me-lʸí-kʸ‿e-dè-rim.
b. çók‿te-şékʸ-kʸú-r‿e-dè-rim!

12. *You then ask them:*
a. si-zi-n‿ar-ka-daş-la-rı-nız‿vár-mì?
b. bú‿iş-lʸé-ri-nìz ho-şu-nu-zá‿gʸi-di-yór-mù?

13. *Mr. Gunduz, speaking for them all:*
a. é-vèt, hó-şu-mu-zá‿gʸi-di-yòr.
b. há-yìr, kiz‿kar-de-şi-miz‿yók-tùr.

Digitized by Google

14. *Now Mr. Kaya and Mr. Metin come in and you introduce the others to them:*
    a. bú‿báy-làr bá-y‿ák-çày vé‿bày‿gʸün-dúz.
    b. bú‿báy-làr bày‿ká-yá vé‿bày‿mé-tín.

15. *You then explain to the job applicants:*
    a. si-zí-n‿ár-ka-dáş-lá-rı-níz-dìr.
    b. si-zé‿şím-dì o-fi-si-miz-dé‿íş‿ver-mé-kʸ‿ís-ti-yò-rúz.

16. *Pleased, they say:*
    a. gʸü-lʸé‿gʸü-lʸè, bày‿kár!
    b. çók‿te-şékʸ-kʸû-r‿e-dè-ríz.

17. *You say politely:*
    a. síz bú-ra-da‿né‿á-rı-yòr-su-núz?
    b. lʸút-fèn, yá-váş‿ya-váş‿ko-nù-şu-núz.
    c. bír‿şèy‿dé-yílʸ!

18. *Bidding them start work right away, you say:*
    a. bú‿trèn sa-át‿káç-tá‿kál-kàr?
    b. şim-di‿báş-lá-yı-nìz!

19. *When they have gone, you turn to the others and say:*
    a. bé-ní-m‿é-vim-dè bú‿ák-şàm bír‿tóp-lán-tí‿vàr.
    b. sí-zín‿ká-rı-lá-rı-nìz ná-sìl?

20. *You ask whether they are coming, and they answer:*
    a. şà-ráp ho-şu-nu-zá‿gʸí-di-yór-mù?
    b. é-vèt, gʸé-lʸí-rìz! te-şékʸ-kʸûr-lʸér!

21. *When they ask what time the party starts, you answer:*
    a. sa-át‿sé-kʸíz‿bu-çúk-tà.
    b. sá-àt‿bír.

22. *They say, as they go out:*
    a. ét vé‿ekʸ-mékʸ‿yé-mèkʸ çó-k‿í-yì-dír.
    b. ál-la-há‿ıs-már-la-dìk!

23. *You answer:*
    a. sí-né-mà sa-át‿káç-tá‿báş-lı-yòr?
    b. gʸü-lʸé‿gʸü-lʸè!

Section D—Listening In

1. What Did You Say?

To the Group Leader: Follow the same procedure as for Section D. 1. of Unit 2. Call on different students (not in any fixed order) to give their answers in Turkish for the exercise *What Would You Say?* in Section C. 4. of this unit. Encourage them to give the answers directly and not from the books, if possible. Then check on the students' knowledge of the meaning in English of the different expressions in Turkish.

Digitized by Google

Go back to the last exercises in the preceding section. The Leader will call for your answers in Turkish for the exercises. If you can, give the correct answers without reading from the book. Other members of the group will criticize the choice made if they disagree. The Leader will then call for the English equivalents of all the expressions in the exercises.

2. Word Study Check-Up

To the Group Leader: Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct Turkish for the English equivalents of the expressions given in the *Word Study*. Make sure that all the students have learned the material thoroughly.

As a final exercise, call for the answers to the exercises in *Word Study Review*, in Section C. 3.

Go back to the *Word Study* in Section B. The Leader will ask different members of the group to give the correct Turkish for the English equivalents of the expressions you went over in the *Word Study*. Be sure you are able to give the correct form without having to read it from the book. If you have any difficulty, review the *Word Study* thoroughly. As a final check the Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C. 3).

3. Listening In

To the Group Leader: Follow the same procedure as for *Listening In* in Section D. 3, of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversations.

Keep your book closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the Turkish immediately after hearing it. At the end of each conversation, check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member of the group or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again, with your books open, being sure to imitate carefully and to keep in mind the meaning of everything you are saying. Then take turns speaking the parts. Make the conversations real. Say your part as though you meant it.

Digitized by Google

1. *Applying for jobs.*

Record 7A, after 4th spiral.

[bày-lár][1]—	gʸû-n◡ây-dín!	Gün aydın!
bày◡kár—	gʸû-n◡ây-dín! né◡ár-zù◡e-di-yór-su-nuz, báy-làr!	Gün aydın! Ne arzu ediyorsunuz, baylar!
bá-y◡ák-yü̇-rèkʸ—	í-ş◡á-rı-yò-rúz, bày◡kár.	İş arıyoruz, bay Kar.
	bė̀-ní-m◡ís-mìm is-ma-í-lʸ◡ák-yü̇-rèkʸ.	Benim ismim İsmail Akyürek.
	bén kʸá:-típ-lʸí-kʸ◡e-dè-rím.	Ben kâtiplik ederim.
	si-zín◡kʸa:-ti-bi-níz◡vár-mì?	Sizin kâtibiniz varmı?
bày◡kár—	há-yìr, şim-di◡bė̀-nim◡kʸa:-ti-bím◡yók.	Hayır, şimdi benim kâtibim yok.
bá-y◡ák-yü̇-rèkʸ—	bú àr-ka-dá-şım, bày◡kúrt.	Bu arkadaşım, bay Kurt.
	ó vėz-ne-dár-lí-k◡é-dèr.	O veznedarlık eder.
bày◡kúrt—	bén-dė́◡í-ş◡á-rı-yò-rúm, bày◡kár.	Ben de iş arıyorum, bay Kar.
	si-zín◡vez-ne-da-rı-niz◡vár-mì?	Sizin veznedarınız varmı?
bày◡kár—	há-yìr, yók.	Hayır, yok.
	si-zí-n◡ís-mi-níz◡nè-dír?	Sizin isminiz nedir?
bá-y◡ák-çày—	bė̀-ní-m◡ís-mìm hak-ki◡ák-çày.	Benim ismim Hakkı Akçay.
	bén ha-dė́-me-lʸí-kʸ◡e-dè-rím.	Ben hademelik ederim.
	bír◡ha-de-mé◡ís-ti-yór-mú-su-nùz?	Bir hademe istiyormusunuz?
bày◡kár—	é-vèt, há-de-mé-dė́◡ís-ti-yò-rúm.	Evet, hademe de istiyorum.

2. *They get their jobs.*

Record 7B, beginning.

bày◡kár—	si-zí-n◡ís-mi-níz◡nè-dír?	Sizin isminiz nedir?
bày◡gʸün-dûz—	ìs-mím á-lʸì◡gʸün-dûz.	İsmim Ali Gündüz.

[1]Not on record.

Digitized by Google

bày ◡kár—	bày ◡gʸün-dúz, sìz ◡né ◡ya-pàr-sı-nìz?	Bay Gündüz, siz ne yaparsınız?
bày ◡gʸün-dúz—	bén bèkʸ-çi-lʸí-kʸ ◡e-dè-rím.	Ben bekçilik ederim.
bày ◡kár—	çó-k ◡í-yì!	Çok iyi!
	be-nìm ◡bèkʸ-çím-dè ◡yòk.	Benim bekçim de yok.
	bày ◡ká-yá, bày ◡mé-tín, bú ◡báy-làr i-ş ◡á-rı-yór-làr.	Bay Kaya, bay Metin, bu baylar iş arıyorlar:
	bú ◡o-fis-tè ◡íş ◡vár-mì?	Bu ofiste iş varmı?
bày ◡ká-yá—	é-vèt, bày ◡kár, ìş ◡vár.	Evet, bay Kar, iş var.
bày ◡kár—	çó-k ◡í-yì, bíz ◡si-zé ◡íş ◡ver-mé-kʸ ◡is-ti-yò-rúz.	Çok iyi, biz size iş vermek istiyoruz.
bá-y ◡ák-yű-rèkʸ—	çók ◡te-şékʸ-kʸú-r ◡e-dè-ríz!	Çok teşekkür ederiz!
bày ◡kár—	bír ◡şèy ◡dé-yílʸ. şím-di ◡i-şé ◡báş-lá-yı-nìz!	Bir şey değil. Şimdi işe başlayınız!
bày-lár—	ál-la-há ◡ıs-már-la-dìk!	Allaha ısmarladık!
bày ◡kár—	gʸü-lʸé ◡gʸü-lʸè!	Güle güle!
3. *Invitations.*		
bày ◡kár—	e-vim-dé ◡bú ◡ak-şám ◡bír ◡tóp-lán-tí ◡vàr.	Evimde bu akşam bir toplantı var.
	bày ◡ká-yá, bày ◡mé-tín, síz-de ◡gʸe-lʸír-mí-si-niz?	Bay Kaya, bay Metin, siz de gelirmisiniz?
bày ◡ká-yá—	é-vèt, si-zín ◡top-lan-tı-la-rı-nız ◡çók ◡hó-şu-má ◡gʸí-dèr!	Evet, sizin toplantılarınız çok hoşuma gider!
bày ◡mé-tín—	sá-àt ◡káç-tá?	Saat kaçta?
bày ◡kár—	sa-át ◡sé-kʸíz ◡bu-çúk-tà.	Saat sekiz buçukta.
bày-lár—	ál-la-há ◡ıs-már-la-dìk!	Allaha ısmarladık!
bày ◡kár—	gʸü-lʸé ◡gʸü-lʸè!	Güle güle.
4. *Fatma is invited to a party.*		
à-lʸí—	ná-sıl-sı-nız, fát-mà?	Nasılsınız, Fatma?
fàt-má—	çó-k ◡í-yí-yìm.	Çok iyiyim.

Digitized by Google

à-lʸí—	bú◡ak-şám◡bír◡şéy◡yá-pı-yór-mú-su-nùz?	Bu akşam bir şey yapıyormusunuz?
fàt-má—	há-yır. bí-r◡i-şim◡yók.	Hayır, bir işim yok.
à-lʸí—	bú◡ak-şám◡ev-dé◡bír◡tóp-lán-tí◡vàr.	Bu akşam evde bir toplantı var.
	gʸe-lʸír-mi-si-niz?	Gelirmisiniz?
fàt-má—	te-şékʸ-kʸú-r◡e-dè-rím. gʸé-lʸí-rim.	Teşekkür ederim. Gelirim.
	is-ma-ílʸ-de◡gʸé-lʸi-yór-mù?	İsmail de geliyormu?
à-lʸí—	é-vèt. gʸé-lʸí-yòr.	Evet, geliyor.
fàt-má—	bú◡top-lan-ti◡sá-àt◡káç-tá?	Bu toplantı saat kaçta?
à-lʸí—	sa-át◡ón◡bu-çúk-tà.	Saat on buçukta.

5. *At the party.*

hàk-kí—	mér-há-bà, is-má-ìlʸ!	Merhaba, İsmail.
is-má-ílʸ—	mér-há-bà, hák-kì!	Merhaba, Hakkı!
hàk-kí—	top-lan-ti◡ho-şu-nu-zá◡gʸi-di-yór-mù?	Toplantı hoşunuza gidiyormu?
is-má-ílʸ—	é-vèt. çók! kız-lár-dá◡ho-şu-má◡gʸí-di-yòr!	Evet. Çok! Kizlar da hoşuma gidiyor!
hàk-kí—	bé-nim-dè! ó◡kiz◡év-lʸí-mi?	Benim de! O kız evlimi?
is-má-ílʸ—	é-vèt, bé-nìm◡ká-rím!	Evet, benim karım!

Section E—Conversation

1. Covering the Turkish of Basic Sentences (Individual Study)

Just as you did in Section E of Unit 2, go back to the *Basic Sentences* of this unit, cover up the Turkish and test yourself to see how many words and phrases you can say in Turkish when you are looking only at the English.

Digitized by Google

2. Vocabulary Check-Up

To the Group Leader: As in Unit 2, go around the class calling on various students and asking them

"*tűrkʸ-çė-dè* ..... *ná-sil‿dė-nìr?*"

for the English equivalents in the *Basic Sentences*, with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks loud enough so that all can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the *Basic Sentences*.

As you did in Unit 2, supply the Turkish expressions for the English equivalents in the *Basic Sentences*, when the Leader calls on you. Give your answers in a clear, loud voice, so that everyone can hear you.

3. Conversation

To the Group Leader: Follow the same procedure as for Section E. 3, of Unit 2. Have the students converse, first following closely the model of the conversations outlined below and then changing the situations slightly.

As you did in the Conversation in Section E. 3, of Unit 2, first go through the conversations outlined below, taking turns. As soon as you can speak the parts smoothly, pass to acting them out in front of the group; keep this up until you can do it easily and smoothly.

You can then change the situations somewhat, and introduce more material from the previous units. Use your imagination in thinking up various combinations of situations. For example, when one person meets another, they can talk about their families, their friends, and their work, and then one can invite the other to go to a restaurant; when they are at the restaurant, one of them can ask the other what he wants, order food, and then pay for it. Or you can have a conversation in which two persons talk about their friends and their friend's work, parents, brothers and sisters, children, and so forth.

1. Applying for a job.
   Mr. Akyurek enters and greets Mr. Carr who asks what he wishes. Mr. Akyurek explains and Mr. Carr asks him what he does. They come to an agreement and Mr. Akyurek gets the job, thanks him, and takes his leave.
2. Invitation to a party.
   Mr. Kaya greets Mr. Carr who returns the greeting and asks how he is. Mr. Kaya answers, thanking him. Mr. Carr explains that he's giving a party and asks Mr. Kaya to come. Mr. Kaya accepts, inquires about the hour, compliments Mr. Carr on his parties and takes his leave.

Digitized by Google

3. Meeting on the street.

Mr. Metin meets Mr. Kurt on the street. They exchange greetings, ask about each other's wives, look at their watches, comment on the time, and decide to go to eat. At the restaurant they order a meal, commenting on the wine or the beer, pay the check, and take their leave of each other.

Section F—Conversation (*Cont.*)

1. Conversation (*Cont.*)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review Section E. 1 and 2.

2. Questions and Answers

To the Group Leader: Follow instructions as outlined in Unit 2, Section E. 2. Note that from this unit on most of the questions refer directly to the *Listening In*, or use it as a starting point. It is recommended that you have the class go quickly through the *Listening In* once more before taking up these questions.

Take turns asking and answering the following questions. Ask them of other students and of the Guide. Vary them as far as your vocabulary will permit. Before starting, run quickly through the *Listening In* of this unit once more. You will note that from here on these questions are based directly on or closely related to the *Listening In* of each unit.

1.[1] 1. bá-y◡ák-yǘ-rèkʸ né◡á-rı-yòr?
2. né◡yá-pàr?
3. bày◡kúrt né◡yá-pàr?
4. báy◡ka-rin◡vez-ne-da-ri◡vár-mì?
5. o-nún◡ha-de-me-sí-de◡yók-mù?

2. 6. o-nún◡bekʸ-çi-sí◡vár-mì?
7. o-fis-té◡íş◡vár-mì?

3. 8. báy◡ká-rín◡tóp-lán-tı-la-rì báy◡ka-ya-nin◡ho-şu-ná◡gʸí-dér-mì?
9. bú◡tóp-lán-tì sá-àt◡káç-tá?

[1]Numbers refer to the conversations of the *Listening In*. Questions 1–5, for example, are based on the material in the first conversation (1. Applying for jobs), 6–7 on the second conversation, and so on.

Digitized by Google

4. 10. fàt-má bú◡ák-şàm bi̇r◡şéy◡yá-pı-yór-mù?
11. sı́z bi̇r◡şéy◡yá-pı-yór-mú-su-nùz?
12. á-l^{y}i-nín◡tóp-lán-tı-sì sá-àt◡káç-tá?
13. sı̇z-de◡g^{y}é-l^{y}i-yór-mú-su-nùz?

5. 14. is-ma-i-l^{y}i̇-n◡ár-ka-da-şí-dà ó-ra-dà-mi?
15. tòp-lán-tí hak-kı-nín◡ho-şu-ná◡g^{y}i̇-di-yór-mù?
16. ne-l^{y}ér-dé◡ho-şu-ná◡g^{y}i̇-di-yòr?
17. sı̇-zín?
18. bú-ra-da◡türk^{y}-çe◡kó-nu-şú-yór-làr-mi?

FINDER LIST

This finder list has all the new words and expressions used in this unit. These as well as those of the previous two units, are words and expressions which by this time you should know quite well.

ák-çày
bá-y◡ák-çày

ák-yü̇-rèk^{y}
bá-y◡ák-yü̇-rèk^{y}

a-ra- . . .
à-rár
á-rí-yòr
a-rí-yór-làr
á-rı-yór-sú-nùz
a-rí-yó-rùz

á-rí-yòr, etc.

baş-la- . . .
báş-lá-rìz
báş-lá-yı-nìz!
i-şé◡báş-lá-yı-nìz!
báş-lí-yo-rùm

(Mr.) Akchay (lit. "Whitebrook")
Mr. Akchay

(Mr.) Akyurek (lit. "Whiteheart")
Mr. Akyurek

look for
[he] looks for [it]
[he] is looking for [it]
they are looking for [it]
you are looking for [it]
we are looking for [it]

see *a-ra- . . .*

start
we start
start!
begin work!
I am starting

Digitized by Google

báy
bá-y◡ák-çày
bá-y◡ák-yŭ-rèkʸ
bày◡gʸün-dúz
bày◡kúrt
bày-lár

bèkʸ-çí
bèkʸ-çi-lʸíkʸ
békʸ-çi-lʸí-kʸ◡e-dè-rım
bèkʸ-çím
békʸ-çím-dè
bèkʸ-çi-sí

bén
bè-ním
bé-ním-dè

bíz

çók
çó-k◡i-yì
çók◡te-şékʸ-kʸú-r◡e-dè-ríz!

díz

dúz

et- . . . (aor. *-er-*)
é-dé-rìm
é-dé-rìz

Mr., gentleman
Mr. Akchay
Mr. Akyurek
Mr. Gunduz
Mr. Kurt
gentlemen

(night-)watchman
(night-)watchman's work
I do (night-)watchman's work
my (night-)watchman
my (night-)watchman, too
his (night-)watchman

I
my
mine, too

we

very [much]
very good, very well
we thank [you] very much!

knee

straight

do
I do
we do

Digitized by Google

év
è-vím
ė-vìm-dé
èv-lʸí
ėv-lʸí-mi̍-si-nìz?

gʸelʸ- . . . (aor. *-ir-*)
gʸė-lʸí-rìz
gʸe-lʸír-mi̍-si-nìz?
gʸė-lʸí-yòr
gʸė-lʸi-yór-mù?

gʸit- . . . (aor. *-er-*)
gʸì-dér
gʸi̍-dér-mì?
gʸi̍-dí-yòr
gʸi-dí-yór-mù? (gʸi̍-di-yór-mù?)

gʸǜn-dǘz
bày‿gʸǘn-dǘz

hà-dė-mé
hȧ-de-mé-dè
ha-dè-mé-lʸíkʸ
ha-dė-me-sí-dè

hàk-kí

hóş
*hò-şú
*hò-şúm

house
my house
at my house
married
[are] you married?

come
we'll come
will you come?
[he] is coming
is [he] coming?

go
[it] goes (generally)
[does it] go?
[it] goes (this once)
[does it] go?

(Mr.) Gunduz (lit. "Day")
Mr. Gunduz

janitor
[a] janitor, too
janitor's work
his janitor, too

Hakki (boy's name)

(pleasure)
his pleasure
my pleasure

Digitized by Google

hò-ṣú-má — to my pleasure
hó-ṣu-má ‿gʸí-di-yòr — I like [it]
hò-ṣú-ná — to his pleasure
ho-ṣu-ná ‿gʸí-di-yór-mù? — [does] he like [it]?
*hò-ṣú-múz — our pleasure
hò-ṣú-mu-zá — to our pleasure
hó-ṣu-mu-zá ‿gʸí-di-yòr — we like [it]
*hò-ṣú-núz — your pleasure
hò-ṣú-nu-zá — to your pleasure
ho-ṣu-nu-zá ‿gʸí-di-yór-mù? — do you like [it]? (lit. does it go to your pleasure?)

iç- . . . — drink
i-çé-rìz — we drink
i-çi-yór-mú-su-nùz? — are you drinking?

*ìs-má-íl*ʸ — Ishmael (boy's name)
is-mà-i-lʸín — Ishmael's

is-te- . . . — want
is-tér-si-nìz — you want
is-ti-yór-mú-su-nùz? — [do] you want?
is-tí-yór-su-nùz (is-ti-yór-sú-nùz) — you want
is-tí-yo-rùz — we want
vér-mé-kʸ ‿is-ti-yò-rúz — we want to give

íṣ — job, work
í-ṣ ‿á-rı-yò-rúz — we are looking for work
íṣ ‿ver-mé-kʸ ‿is-ti-yò-rúz — we want to give work

Digitized by Google

ì-ṣé
ì-ṣím
bi-r◡ì-ṣìm◡yók
ìṣ-lʸè-ri-níz

kár

kà-rí
kà-ri-lár
ka̍-rɪ-là-rɪ-níz

kíz
kìz-lár
kiz-lár-dà

kíz◡kár-dèṣ
kíz◡kár-dė-ṣi-mìz

ko-nuṣ- . . . (aor. *-ur-*)
kó-nu-ṣúr-mú-su-nùz?
kó-nu-ṣúr-sú-nùz
kó-nu-ṣú-yòr
kó-nu-ṣú-yór-làr
kó-nu-ṣú-yór-làr-mi?
kó-nu-ṣú-yó-rùz

kúrt
bày◡kúrt
bìr◡kúrt

kʸà:-típ
kʸà:-tí-bí

to work
my work
I haven't anything to do (lit. a job-of-mine there-isn't)
your jobs

(Mr.) Carr

wife
wives
your wives

girl
girls
girls, too

sister
our sister

talk
[do] you speak?
you talk
[he] is talking
they are talking
are they talking?
we are talking

wolf; (Mr.) Kurt (lit. "Wolf")
Mr. Kurt
a wolf

secretary
his secretary

Digitized by Google

kʸà:-ti-bím
kʸá:-tì-bi-níz
kʸá:-típ-lʸík
kʸá:-típ-lʸí-kʸ‿e-dè-rím

né
nè-lʸér
nė-lʸér-dè

ó
ò-nún

ò-fís
ó-fì-si-míz
o-fì-sı-míz-dé
ó-fís-té
bú‿o-fís-tè

síz
sì-zé
sì-zín?

şím-dì

tė-şèkʸ-kʸúr
te-şėkʸ-kʸùr-lʸér!

te-şekʸ-kʸü-r‿et- . . . (aor. *-er-*)
te-şėkʸ-kʸú-r‿e-dè-ríz

tóp-làn-tí
bìr‿tóp-lán-tí

my secretary
your secretary
secretarial work
I do secretarial work

what
what (things)
what (things), too

he, she, it; that
his

office
our office
in our office
in [the] office
in this office

you
to you
yours?

now

thank(s)
thanks!

thank
we thank [you]

gathering; "party"
a party

Digitized by Google

tóp-làn-tı-lár	parties
tóp-làn-tı-la-rí	his parties
tóp-làn-tı-lá-rı-níz	your parties
vé	and
vè‿síz	and you
ver- . . . (aor. *-ir-*)	give
vèr-mék^{y}	to give
vé-rìr-l^{y}ér	they give (pay)
vèz-né-dár	cashier
vèz-ne-dá-rí	his cashier
véz-ne-dà-rı-níz	your cashier
véz-ne-dàr-lík	cashier's work
véz-ne-dár-lík‿ya-pà-rim	I do cashier's work
yap- . . . (aor. *-ar-*)	do
yà-pár	[he] does
yá-pá-rìz	we do
ya-pár-si-nìz	you do
yá-pí-yòr	[he] is doing
yá-pı-yór-mù?	is [she] doing?
yá-pı-yór-mú-su-nùz?	are you doing?
ya-pí-yó-rùm	I am doing
ye- . . .	eat
yé-riz	we eat
yók	there [is]n't
yók-mù?	[is]n't there?

Digitized by Google

UNIT 4

FAMILY AND FRIENDS

SECTION A—BASIC SENTENCES

To the Group Leader: From this point on you will need special instructions only when new sections or procedures are introduced in the learning units. With other sections, simply follow the procedures which have been recommended in the first three units and the instructions provided for the group at the beginning of the sections.

Go through the *Basic Sentences* in unison. Then work on the *Hints on Pronunciation* and after that go through the *Basic Sentences* at least twice more individually.

1. Basic Sentences

Mr. and Mrs. Carr entertain the Kayas, the Metins and their children.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL TURKISH SPELLING
	Mr. Carr	
Record 8A, beginning.		
who all	kʸim-lʸér?	kimler?
[*they*] *are coming*	gʸé-lʸí-yòr.	geliyor
Who's coming?	kʸim-lʸér ‿ gʸé-lʸi-yòr?	Kimler geliyor?
	Mrs. Carr	
[*the*] *Kayas*	kà-yá-lár.	Kayalar
[*the*] *Metins*	mé-tìn-lʸér.	Metinler
The Kayas [*and*] *the Metins.*	kà-yá-lár, mé-tìn-lʸér.	Kayalar, Metinler.

Digitized by Google

[the] guests		misafirler
are [they] coming?	g^{y}e-l^{y}í-yór-mù?	geliyormu?
Are the guests coming?	mi-sa:-fir-l^{y}ér‿g^{y}e-l^{y}í-yór-mù?	Misafirler geliyormu?
	Mrs. Carr	
they are coming	g^{y}e-l^{y}í-yór-làr.	geliyorlar
Yes, they're coming now.	é-vèt, şim-di‿g^{y}e-l^{y}í-yór-làr.	Evet, şimdi geliyorlar.
	Guests	
Good evening!	ak-şam-la-rı-nız‿hà-yır-lí‿ól-sùn!	Akşamlarınız hayırlı olsun!
	Mr. and Mrs. Carr	
Come in, please, come in!	búy-rùn, l^{y}ût-fèn, búy-rùn!	Buyrun, lûtfen, buyrun!
	Mrs. Carr	
How are you?	ná-sıl-sı-nız?	Nasılsınız?
	Mrs. Metin	
we [are] well	i-yí-yìz.	iyiyiz
We're very well, thank you!	çó-k‿i-yí-yìz, te-şék^{y}-k^{y}ú-r‿e-dè-riz!	Çok iyiyiz, teşekkür ederiz!
	Mrs. Kaya	
[are] you well?	i-yí-mi-si-nìz?	iyimisiniz?
Are you *well, Mrs. Carr?*	bá-yàn‿kár, sìz‿i-yí-mi-si-nìz?	Bayan Kar, siz iyimisiniz?
	Mrs. Carr	
Yes, I'm well, thank you!	é-vèt, i-yí-yìm, te-şék^{y}-k^{y}ú-r‿e-dè-rim!	Evet, iyiyim, teşekkür ederim!

Digitized by Google

	Mrs. Kaya	
your children	ço-cùk-lá-rı-níz.	çocuklarınız
how [are they]?	ná-sìl?	nasıl?
How are your children?	ço-cúk-lá-rı-níz‿nà-sil?	Çocuklarınız nasıl?
	Mrs. Carr	
today (lit. this day)	bú‿gʸùn.	bu gün
they are well	i-yí-dir-lʸèr.	iyidirler
Today, they're very well.	bú‿gʸùn ço-k‿i-yí-dir-lʸèr.	Bu gün çok iyidirler.
	Mrs. Metin	
[he is] my son	ò:-lúm.	oğlum
Orhan	òr-hán.	Orhan
This is my son, Orhan.	bú ò:-lúm, òr-hán.	Bu oğlum, Orhan.
	Mrs. Carr	
these	bùn-lár.	bunlar
[are] my daughters	kìz-lá-rím.	kızlarım
Aliye	à-lʸí-yé.	Aliye
Shukruye	şûkʸ-rü-yé.	Şükrüye
These are my daughters, Aliye and Shukruye.	bùn-lár kìz-lá-rím à-lʸí-yé vé‿şûkʸ-rü-yé.	Bunlar kızlarım Aliye ve Şükrüye.

Some time later:

Record 8B, beginning.

children	ço-cúk-làr!	çocuklar
in your room	ò-da-nız-dá.	odanızda
amuse yourselves!	ey-lʸé-nin!	eğlenin
Children, you go play in your room!	ço-cúk-làr sìz‿ò-da-nız-dá‿ey-lʸè-nin!	Çocuklar siz odanızda eğlenin!

Digitized by Google

Children

all right! (lit. very well!)	pé-k^{y}i̯-yì!	pek iyi
mother	án-nè.	anne
All right, mother!	pé-k^{y}i̯-yì, án-nè!	Pek iyi, anne!

Mrs. Carr

your son	ò:-lú-núz.	oğlunuz
Muzaffer[1] *(lit. "Victor")*	mú-zàf-fér.	Muzaffer
my daughter	kì-zím.	kızım
Shukruye	ṣûk^{y}-rü̇-yé.	Şükrüye
with	i̯-l^{y}é.	ile
very good	çò-ki̯-yi.	çok iyi
[he] is [a] friend	ár-ka-dáṣ-tìr.	arkadaştır
Mrs. Kaya[2]*, your son, Muzaffer*[1]*, is a very good friend of my daughter, Shukruye.*	(1) bá-yàn◡ka-yá, ò:-lú-núz, mú-zàf-fér, kı-zim◡ṣûk^{y}-rü̇-yé-mi̯-l^{y}è çó-ki̯-yi̯◡ár-ka-dáṣ-tìr.	Bayan Kaya, oğlunuz, Muzaffer, kızım Şükrüye ile çok iyi arkadaştır.
	(2) bá-yàn◡ká-yá, ò:-lú-núz, mú-zàf-fér, kı-zim◡ṣûk^{y}-rü̇-yé◡i̯-l^{y}è çó-ki̯-yi̯◡ár-ka-dáṣ-tìr.	

Mrs. Kaya

right	dò:-rú.	doğru
Yes, quite right!	é-vèt, çók◡dò:-rù!	Evet, çok doğru.

[1]Record has "Victor".
[2]Record has "Stone".

Digitized by Google

Mrs. Carr

they	òn-lár.	onlar
to the movies	si-né-má-yà.	sinemaya
always	dá-i-mà.	daima
together	bė-rà:-bér.	beraber
they go	gʸi-dèr-lʸér.	giderler
They always go to the movies together.	on-lár‿si-né-má-yà dá-i-ma‿be-rá:-bér‿gʸi-dėr-lʸèr.	Onlar sinemaya daima beraber giderler.

Later:

what [is] it	né‿ò?	ne o?
are you going	gʸi-di-yór-mu̇-su-nùz?	gidiyormusunuz?
What's this, are you going?	né‿ò gʸi-di-yór-mu̇-su-nùz?	Ne o gidiyormusunuz?

Mr. Metin

late	gʸéç.	geç
we've stayed	kàl-dík.	kaldık
Yes, we've stayed very late.	é-vèt, çók‿gʸéç‿kál-dìk.	Evet, çok geç kaldık.

Mrs. Kaya

every	hér.	her
morning	sà-báh.	sabah
early	èr-kʸén.	erken
they get up	kàl-kár-lár.	kalkarlar
The children get up early every morning.	çó-cùk-lár, hér‿sá-bàh ér-kʸén‿kál-kár-làr.	Çocuklar, her sabah erken kalkarlar.

Digitized by Google

Guests

God	àl-láh.	Allah
rest	rá-hàt-lík.	rahatlık
may [he] give [you]!	vèr-sín!	versin
Good night!	al-láh‿ra-hát-lík‿vérsìn!	Allah rahatlık versin!

Mr. Carr

Record 9A, beginning.

Good night to you! (lit. to you, too)	sí-zé-dè!	Size de!

Guests

very much	çók.	çok
we have amused ourselves	èy-lʸén-díkʸ.	eğlendik
We've had a very nice time!	çó-k‿éy-lʸén-díkʸ!	Çok eğlendik!

Before you go through the *Basic Sentences* a second time, *note* the sound values of the following letters:

LETTER	STANDS FOR A SOUND	EXAMPLES	
c	like *g* in *gem* Note: Be careful to pronounce this Turkish letter like English *g* as in *gem* or *gin*, not like English *c*.	çò-cúk	(*child*)
o:	drawled or long like *ou* in *soul*	dò:-rú	(*right*)

Review the sound values of these letters:

ç	like *ch* in *chin*	çò-cúk	(*child*)
gʸ	like *g* in *argue*	gʸéç	(*late*)

Digitized by Google

h	like *h* in *head*, *behead*, even when at the end of a word or syllable	sà-báh	(*morning*)
ü	like *i* as in *pit*, with puckered lips	şûkʸ-rü̇-yé	(*Shukruye*)
a:	about like *a* in *father*, but drawn out or drawled	mi̇-sà:-fír	(*guest*)

Remember:

a	about as in *father*	àl-láh	(*God*)
e	about as in *pet*	èr-kʸén	(*early*)
i	about as in *pit*	şím-di̇	(*now*)
o	about as in *for*	òr-hán	(*Orhan*)
u	about as in *put*	búy-rùn!	(*come in!*)
ı	somewhat like *u* in *suppose*	kì-zím	(*my daughter*)
ş	like *sh* in *shin*	şûkʸ-rü̇-yé	(*Shukruye*)
y	like *y* in *year* even in the middle or at the end of a word	búy-rùn!	(*come in!*)
kʸ	like *c* in *cute*	èr-kʸén	(*early*)
lʸ	like *li* in *million*	à-lʸi̇-yé	(*Aliye*)
‿	connects words spoken together without pause or break		
´	marks strongest vowel		
`	marks next strongest vowel		
'	marks other fairly strong vowels		

Digitized by Google

Now Study the following:

2. Hints on Pronunciation

Two of the vowel sounds which we have met in this unit are not quite like similar sounds in English. One of them, the *a:*, we have met before in Units 1, 2, and 3. The other, the *o:*, we have met for the first time in Unit 4. In Units 1 and 3, we described *a:* as being *drawled* or *long*, something like the *a* in *father*. Here we have described *o:* as being *drawled* or *long*, something like the *ou* in *soul*. Turkish vowels are divided into two groups, *short* (like i, e, ı, a, o, u) and *long* (like *a:*, *o:*). The *short vowels* are pronounced quite short. They are "clipped" and are never drawn out. The *long vowels*, on the other hand, are drawn out, or drawled. One must be very careful to pronounce both *short* and *long* vowels clearly, or many confusions may result.

Note: *Long vowels* will always be clearly marked with *:* after the vowel: long *a* = *a:*, long *o* = *o:*.

Practice the following words with *a:*:

PRACTICE 1 **Record 9A, after 1st spiral.**

àp-tèst-hȧ:-né	(*toilet*)
sȧ:-dá	(*at [the] right*)
tȧ:-né	(*piece*)
zá:-t	(*gentleman*)
kʸȧ:-típ	(*secretary*)
bė-rȧ:-bér	(*together*)
mi-sȧ:-fír	(*guest*)

and with *o:*:

PRACTICE 2 **Record 9A, after 2nd spiral.**

ȯ:-lúm.	(*my son*)
ȯ:-lú-núz.	(*your son*)
dȯ:-rú.	(*right*)

Digitized by Google

Note: You must be careful to distinguish clearly between long vowels, such as *a:*, and groups of two distinct vowels, such as *aa*. Compare the following:

PRACTICE 3 **Record 9A, after 3rd spiral.**

sà-á-ti.		(*his watch*)
	with	
zà:-tí.		(*her gentleman*)
sà-á-tí.		
zà:-tí.		

Now go through the *Basic Sentences* once more individually, with your book open, and once with your book closed.

3. Check Yourself

Are you taking every opportunity to practice your Turkish by talking with other members of the group or with Turkish speaking people whom you may meet?

Section B—Word Study and Review of Basic Sentences

1. Word Study (Individual Study)

Work through the following as recommended in the previous units.

1. *The Turkish equivalents of "am", "is", "are"; personal endings "they", "it, he, she"*

a. We have seen numbers of forms such as *né-dìr*? 'what is [it]?', *yók-tùr* 'there isn't', *èv-lí-dìr* '[she] is married', and so on, and we have already identified the *-dir, -dır, -dur, -tir, -tır, -tur* ending. In the forms we mention above, the ending means "is". Observe, however, the following:

Digitized by Google

	Column I			*Column II*	
			Group I		
	à-lʸ -yé	*'Aliye'*	:	á-lʸi-yé-dìr	*'[it] is Aliye'*
	yók	*'not'*	:	yók-tùr	*'there isn't [any]'*
	ì-yí	*'well'*	:	ì-yí-dìr	*'[he] is well'*
	èv-lʸí	*'married'*	:	év-lʸí-dìr	*'[she] is married'*
	çó-cùk-lár	*'[the] boys'*	:	ço-cúk-lár-dìr	*'[it] is [the] boys'*
	ì-yi-lʸér	*'[the] good ones'*	:	ì-yi-lʸér-dìr	*'[it] is [the] good ones'*
			Group II		
i	ì-yí	*'well'*	:	i-yí-dìr-lʸèr	*'they are well'*
u	çò-cúk	*'child'*	:	ço-cúk-tùr-làr	*'they are (just) children'*
i	èv-lʸí	*'married'*	:	ev-lʸí-dìr-lʸèr	*'they are married'*

If we compare Group I with Group II, we see that:

1. the *-dir, -dır, -dur, -tir, -tır, -tur* ending does not necessarily mean only 'is', as in Group I, but may also mean 'are', as in Group II;
2. in addition to the "is, are" ending in Group II, we have an ending *-lʸer, -lar*, which means 'they';
3. the *-lʸer, -lar* "they" ending follows Vowel Harmony Type II, as did the *-er-, -ar-* aorist ending which we studied in Unit 3; that is, *-lʸer* is found after vowels *i, e, ü, ö* and *-lar* after vowels *ı, a, u, o*;
4. although 'they' in Group II is expressed by the ending *-lʸer, -lar*, 'it (he, she)' in Group I is not expressed by any similar ending. In other words, 'it (he, she)' is expressed by the absence of an ending, by nothing, or by "*zero*".

Note: *Zero-endings* will play a very important part in the make-up of Turkish as they do in many languages.

Digitized by Google

This particular *zero* (*i-yi-dir-*0* '*he* is well') is a personal ending and means 'it (he, she)'.

Now observe the following:

1. ço-cúk-lár-dìr	'[*they*] *are* [*the*] *children*'
2. ì-yí-l^{y}ér	'*they* [*are*] *well*'
3. ì-yí-l^{y}ér	'[*it*] [*is*] [*the*] *good ones*'

We see that in 1, when the word, to which the *-dir -l^{y}er, -dır-lar*, etc. "they are" ending is added, already has an ending *-l^{y}er, -lar* ("more than one"), one usually omits the *-l^{y}er, -lar* "they" ending, that is, *not*

*ço-cuk-lar-dır-lar but *rather* *ço-cuk-lar-dır-0

as above in 1.

Note: This kind of omission is common in Turkish. If an element has already been expressed *once* in a word or phrase or sentence, one avoids repeating it.

Here, therefore, in the presence of the first *-l^{y}er, -lar* "more than one" ending, the second *-l^{y}er, -lar* "they" ending, does not appear, or is "*zero*".

In 2, we notice another omission. Instead of *i-yí-dír-l^{y}èr*, we have *ì-yí-l^{y}ér*. Here the "is, are" ending is not used, or is "*zero*".

In 3, instead of *í-yi-l^{y}ér-dìr*, we have just *ì-yi-l^{y}ér*, as above in 2. Here, the "is, are" ending is likewise "*zero*".

Note: Because the two forms *i-yí(-dir)-l^{y}èr* 'they (are) well', and *í-yi-l^{y}ér(-dìr)* '[it] (is) [the] good ones' frequently fall together (ì-yí-l^{y}ér), they are also frequently interchanged, so that the second form (í-yi-l^{y}ér-dìr) may also mean 'they are well'. Observe:

either de-yíl^{y}-dír-l^{y}èr
or de-yíl^{y}-l^{y}ér-dìr
} '*they are not*'

b. We have seen a number of forms such as *vár* 'there [is]', *ná-sìl?* 'how [are] [they]?', *èv-l^{y}í-mì?* 'is [she] married?', *ì-yí* '[she] [is] well'. Observe the following:

Digitized by Google

	Column I		*Column II*	
		Group I		
vár	*'there [is]'*	:	vár-dìr	*'there is'*
év-lʸí-mì?	*'[is] [she] married?'*	:	év-lʸí-mi-dìr?	*'is [she] married?'*
ì-yí	*'[she] [is] well'*	:	ì-yí-dìr	*'[she] is well'*
ò:-lúm	*'[he] [is] my son'*	:	ò:-lúm-dùr	*'[he] is my son'*
bày◡mé-tín	*'[it] [is] Mr. Metin'*	:	bày◡mé-tín-dìr	*'[it] is Mr. Metin'*
		Group II		
èv-lʸı-lʸér	*'they [are] married'*	:	ev-lʸí-dír-lʸèr	*'they are married'*
ì-yí-lʸér	*'they [are] well'*	:	ì-yi-lʸér-dìr	*'they are well'*
		Group III		
ná-sìl?	*'how [are] [they]?'*	:	ná-sil-dır-làr?	*'how are they?'*
év-lʸí-mì?	*'[are] [they] married?'*	:	év-lʸí-mi-dír-lʸèr?	*'are they married?'*

If we compare Column I with Column II and Groups I, II, and III, we see that:

1. in Column II, we have the *-dir*, *-dır*, etc. "is, are" ending with all the forms;
2. in Column I, however, this "is, are" ending is not *-dir*, *-dır*, etc., but is absent, or is "*zero*";

Note: The forms in Column I are most common. The too frequent use of the *-dir*, *-dır*, etc. ending is considered affected. However, the *-dir*, *-dır*, etc. ending has a number of special connotations (additional meanings) in special combinations which we shall see later.

3. in Group I, the "*zero*" ending means 'is', in Group II, 'are';
4. in Group III, not only the ending "are" is "*zero*", but also the ending "they".

c. Finally, observe:

	Column I		*Column II*	
ì-yí-yìm	*'I [am] well'*	:	ì-yí-yìm-dìr	*'I am well'*
çó-cú-ùm	*'I [am] [a] child'*	:	çocú-úm-dùr	*'I am [a] child'*

Digitized by Google

We see that:

1. the forms in Column II, have the *-dir*, *-dır*, etc. ending;
2. here this ending means "am";
3. the forms in Column I, do not have this ending, but have "zero" instead.

So, to *summarize*, we have seen that not only "is", but also "are" and "am", may be expressed in two ways;

1. most often, by *-0*;
2. occasionally by the ending *-dir*, *-dır*, *-dur*, *-tir*, *-tır*, *-tur*.

We have also seen that the personal ending 'it (he, she)', used with either form of the "is, are, am" ending, is always *-0*.

We have likewise seen that the personal ending "they", used with either form of the "is, are, am" ending, is

1. most often *-lʸer*, *-lar*;
2. occasionally *-0*.

Since the words which have the "is, are, am" endings (*-dir*, *-dır*, etc.) (*-0*) are frequently used to tie one part of a sentence to another:

bén ço-cú-úm-dùr *I am [a] child'*

we shall call the endings and the forms which have them *copula* forms and endings.

2. *The Turkish personal ending "I"*

We have seen the form *i̇-yí-yi̇̀m* 'I [am] well'. Tabulating this with other similar forms, we get:

	Column I			*Column II*	
		Group I			
i	i̇-yí	*'well'*	:	i̇-yí-yi̇̀m	*'I [am] well'*
i	èv-lʸí	*'married'*	:	èv-lʸí-yi̇̀m	*'I [am] married'*
		Group II			
ı	kíz	*'girl'*	:	kí-zìm	*'I [am] [a] girl'*
a	àr-ká-dáṣ	*'friend'*	:	ár-ka-dá-ṣìm	*'I [am] [a] friend'*
u	çò-cúk	*'child'*	:	çó-cú-ùm	*'I [am] [a] child'*

Digitized by Google

If we compare Column I with Column II, and Group I with II, we see that:

1. it is the *first* part of the forms in Column II, the part which we see in Column I, which means 'well', 'girl', and so on.

Note 1: This part may be called the *base*. In the list above, *ì-yí, èv-lʸí, kíz, àr-ká-dáş, çò-cúk* are bases. Such bases and all words derived from them by various endings, and these endings themselves, we shall call *noun bases, nouns*, and *noun endings*.

Note 2: These particular personal endings are used here with the *copula*, which is the only *verb form* which may be added to a noun base, as an ending.

2. the *second* part of the forms in Column II, is the part which means "I";
3. this part which means "I" has different forms; it follows the type of vowel harmony which we have seen in the *momentary* ending *-i-yor, -ı-yor, -u-yor*, that is Vowel Harmony Type I, *i* after *i* or *e*, *ı* after *ı* or *a*, *u* after *u* or *o*;
4. the ending "I" is *-yim, -yım, -yum* after vowels as in Group I;
5. the ending is *-im, -ım, -um* after *consonants* as in Group II;
6. the *strongest vowel* is *not* in the ending, but in the base before it.

3. *The Turkish personal ending "you"*

We have seen the forms *ná-sil-sı-nìz*? 'how [are] you?', *èv-lʸí-mí-si-nìz?* '[are] you married?'. Tabulating these with others we get:

	Column I			*Column II*	
i	ì-yí	*'well'*	:	i-yí-sí-nìz	*'you [are] well'*
i	év-lʸí-mì?	*'( ) married?'*	:	év-lʸí-mí-si-nìz?	*'[are] [you] married?'*
ı	ná-sìl?	*'how?'*	:	ná-sil-sı-nìz?	*'how [are] you?'*
a	àr-ká-dáş	*'friend'*	:	ár-ka-dáş-si-nìz	*'you [are] (the) friend(s)'*
u	çò-cúk	*'child'*	:	ço-cúk-sú-nùz	*'you [are] (the) child(ren)'*

If we compare Column I with Column II, we see that:

1. the personal ending which means 'you' follows Vowel Harmony Type I, *i* after *i* or *e*, *ı* after *ı* or *a*, and *u* after *u* or *o*;
2. the ending is *-si-niz, -sı-nız, -su-nuz*;
3. the *strongest vowel* is *not* in the ending, but in the base before it.

Digitized by Google

4. *The Turkish personal ending "we"*

We have seen the form *i-yi-yiz* 'we [are] well'. Tabulating this with others, we get:

	Column I			*Column II*	
			Group I		
i	i-yi	*'well'*	:	i-yi-yiz	*'we [are] well'*
i	ev-lʸi	*'married'*	:	ev-lʸi-yiz	*'we [are] married'*
			Group II		
e	kar-deş	*'brother(s)'*	:	kar-de-şiz	*'we [are] brother[s]'*
a	ar-ka-daş	*'friend(s)'*	:	ar-ka-da-şiz	*'we [are] friend[s]'*
u	ço-cuk	*'child(ren)'*	:	ço-cu-uz	*'we [are] child[ren]'*

If we compare Columns I and II, and Group I with Group II, we see that:

1. the personal ending which means "we" follows Vowel Harmony Type I, *i* after *i* or *e*, *ı* after *ı* or *a*, *u* after *u* or *o*;
2. the ending "we" is *-yiz*, *-yız*, *-yuz* after a *vowel* as in Group I;
3. the ending is *-iz*, *-ız*, *-uz* after a *consonant* as in Group II;
4. the *strongest vowel* is not in the ending, but in the base before it.

5. *Turkish equivalents of 'am', 'is', 'are' (summary)*

Group I (base ending in a vowel)

i-yi-yim(-dir)	*'I (am) well'*
i-yi(-dir)	*'[he] (is) well'*
i-yi-lʸér(-dir)	*'[it] (is) [the] good ones'*
i-yi-yiz(-dir)	*'we (are) well'*
i-yi-si-niz(-dir)	*'you (are) well'*
i-yi(-dir)(-lʸer)	*'(they) (are) well'*

Digitized by Google

Group II (base ending in a consonant)

ár-ka-dá-şim(-dìr)	'*I (am) [the] friend*'
ár-ka-dáş(-tìr)	'*[he] (is) [the] friend*'
ár-ka-dáş-lár(-dìr)	'*[it] (is) [the] friends*'
ár-ka-dá-şiz(-dìr)	'*we (are) friend[s]*'
ár-ka-dáş-si-nìz(-dir)	'*you (are) friend[s]*'
ár-ka-dáş(-tir)(-làr)	'*(they) (are) friend[s]*'

Note 1: The endings in parentheses may often be omitted. Some occur occasionally, others very rarely.

Note 2: The strongest vowel in these forms with the *copula* ending, is in neither the personal ending nor in the copula ending, but always in the base before both of them.

6. *Turkish personal endings with verbs; summary of personal endings*

Thus far we have mentioned the personal endings only as used with the various forms of the copula ending, and the combination as used with *noun bases*. The personal endings, however, are far more often used with *verbs*. We list a few such verb forms among those we have seen:

	Column I			*Column II*	
			Group I		
e	e-der- . . .	'*doing*'	:	ė-dé-rìm	'*I do*'
a	ya-par- . . .	'*doing*'	:	yá-pá-rìm	'*I do*'
o	an-lı-yor- . . .	'*understanding*'	:	án-lí-yo-rùm	'*I understand*'
o	baş-lı-yor- . . .	'*starting*'	:	báş-lí-yo-rùm	'*I am starting*'
			Group II		
	g^{y}i-di-yor- . . .	'*going*'	:	g^{y}í-dí-yòr	'*[he] is going*'
	g^{y}e-l^{y}i-yor- . . .	'*coming*'	:	g^{y}é-l^{y}í-yòr	'*[he] is coming*'
	a-rar- . . .	'*looking for*'	:	à-rár	'*[he] looks for [it]*'
	de-nir- . . .	'*being said*'	:	dè-nír	'*[it] is said*'

Digitized by Google

			Group III		
i	gʸe-lʸir- . . .	*'coming'*	:	gʸé-lʸí rìz	*'we come'*
e	i-çer- . . .	*'drinking'*	:	i-çé-rìz	*'we drink'*
a	baş-lar- . . .	*'starting'*	:	báş-lá-rìz	*'we start'*
u	ko-nu-şu-yor- . . .	*'talking'*	:	kó-nu-şú-yó-rùz	*'we are talking'*
			Group IV		
i	ve-rir- . . .	*'giving'*	:	ve-rír-si-nìz	*'you give'*
e	is-ter- . . .	*'wanting'*	:	is-tér-si-nìz	*'you want'*
a	ya-par- . . .	*'doing'*	:	ya-pár-si-nìz	*'you do'*
u	ko-nu-şur- . . .	*'talking'*	:	kó-nu-şúr-sú-nùz	*'you talk'*
o	a-rı-yor- . . .	*'looking for'*	:	a-rí-yór-su-nùz	*'you are looking for [it]'*
			Group V (a)		
i	ve-rir- . . .	*'giving'*	:	vé-rìr-lʸér	*'they give'*
o	ko-nu-şu-yor- . . .	*'talking'*	:	kó-nu-şú-yór-làr	*'they are talking'*
			Group V (b)		
	iş-lʸe-ri-niz‿ho-şu-nu-zá‿gʸi-di-yór-mù?			*'do you like your jobs (lit. do they go to your pleasure)?'*	
	kız-lár-dá‿ho-şu-má‿gʸi-di-yòr.			*'I like the girls, too (lit. they go to my pleasure)'*	
	gʸi-di-yor- . . .	*'going'*	:	gʸi-dí-yòr	*'[they] go'*

Summarizing:

I	-(y)im, -(y)ım, -(y)um	*'I'*
II	-0	*'he (she, it)'*
III	-(y)iz, -(y)ız, -(y)uz	*'we'*
IV	-si-niz, -sı-nız, -su-nuz	*'you'*
V(a)	-lʸer, -lar	*'they'*
V(b)	-0	*'they'*

Digitized by Google

Note: Here we see that likewise with the momentary and aorist verb endings, the personal endings usually do *not* have the *strongest vowel*; with the aorist ending, however, the *-lʸer*, *-lar* "they" personal ending *does* have the strongest vowel (vė-rìr-lʸér) and even with the momentary ending, the vowel of the "they" ending is next strongest (kȯ-nu-ṣú-yȯr-lȧ̀r).

2. Covering English and Turkish of Word Study (Individual Study)

Review this *Word Study* by reading aloud all of the Turkish expressions. Then cover the English and make sure that you know the meaning of every item. Finally, cover the Turkish and see if you can say each Turkish expression when you are looking only at the English.

3. Review of Basic Sentences

With Guide or records, review the first half of the *Basic Sentences* for better pronunciation, meaning and examples of points in the *Word Study*.

Section C—Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, and read them aloud covering up the English. Note any words or phrases you are not sure about, and, when you have finished reading the *Basic Sentences*, uncover the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. Word Study Review (Individual Study)

Work through the following exercises. Do not write anything down. If you cannot do the work rapidly, review again the *Word Study*. Be prepared to do what is required when the Leader calls on you. Always repeat the entire expression, phrase or sentence as you work.

Digitized by Google

1. Give the *English equivalents* of the forms in italics in the following sentences:

   1. kà-yá-lár ṣím-di‿*ná-sìl? i-yí-dìr-lʸèr.*
   2. báy‿ká-ya-ní-n‿ó:-lù ba-yán‿me-ti-nín‿ki-zí‿i-lʸè *èv-lʸí-mì?*
   3. bú‿ák-ṣàm *né-re-dè-lʸèr?*
   4. fat-má‿ṣìm-dí‿*èv-lʸí.*
   5. bú‿sá-bàh *ná-sil-sı-nìz? i-yí-yìm.*
   6. òn-lár ṣím-di‿çó-k‿i-yí‿*àr-ka-dàṣ-tìr.*
   7. mú-zàf-fér kʸí-mí-n‿*ó:-lù?*
   8. bú‿gʸûn ka-rı-niz‿*ná-sìl? i-yí-dìr.*

2. Add the proper forms of the *"I" personal ending* to the following words:

   a. bèkʸ-çí
      dè-yílʸ
      hà-dè-mé
      kʸà:-típ (kʸa:-ti-b-)
      kʸím
      mi-sà:-fír
      vèz-né-dár
      yà-váṣ
   b. gʸi-de(-)r- . . .
      baṣ-la(-)r- . . .
      ko-nu-ṣu(-)r- . . .
      ya-pı-yo(-)r- . . .
      an-la-mı-yo(-)r- . . .

3. Add the proper forms of the *"you" personal ending* to the words in 2.

4. Add the proper forms of the *"we" personal ending* to the words in 2.

4. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. *The guests arrive and greet their hosts. They say:*
   a. kʸib-rí-t‿is-ti-yór-mú-su-nùz?
   b. ak-ṣam-la-rı-niz‿há-yır-lí‿ól-sùn!
   c. si-né-mà né-rè-dè?

2. *The hosts return your greeting, and then say:*
   a. búy-rùn, lʸút-fèn, búy-rùn.
   b. há-yìr, ṣím-di‿ev-dè‿dè-yílʸ-dìr.

Digitized by Google

3. *Mrs. Carr then asks about Mrs. Kaya's health, saying:*
   a. kì-zi-níz ná-sìl?
   b. bú-rá-dà sú‿ná-sìl?
   c. bá-yàn‿ká-yá, ná-sil-sı-nìz?

4. *Mrs. Kaya replies:*
   a. bė-ní-m‿ó:-lùm çó-k‿i-yì.
   b. çó-k‿i-yì-yim, te-şėkʸ-kʸú-r‿e-dè-rim.

5. *Mrs. Kaya then asks Mrs. Carr:*
   a. vè‿síz, bá-yàn‿kár, i-yí-mi-si-nìz?
   b. si-zi-n‿o:-lu-núz‿vár-mì?

6. *Mrs. Carr replies that she is well, and Mrs. Kaya then asks about her children:*
   a. kar-de-şi-nìz‿ná-sìl?
   b. ço-cùk-lá-rı-níz ná-sìl?

7. *In answer, Mrs. Carr says:*
   a. kíz‿kár-de-şìm şim-di‿çó-k‿i-yì.
   b. çó-k‿i-yì.
   c. bú‿gʸùn çó-k‿i-yì-dir-lʸér.

8. *Then Mrs. Metin introduces her son, saying:*
   a. bú si-zí-n‿ó:-lu-nùz!
   b. bú ò:-lúm. ìs-mí òr-hán.

9. *Mrs. Kaya asks Mrs. Carr what her two daughters' names are. She replies:*
   a. bú mú-zàf-fér vè‿bú òr-hán.
   b. bú à-lʸí-yé, vè‿bú şûkʸ-rü-yé.

10. *Mrs. Carr tells the children to go to their room and amuse themselves there. She says:*
   a. si-né-ma-yá‿gʸì-dín!
   b. çó-cúk-làr síz ó-da-niz-dá‿ėy-lʸè-nín!

11. *The children answer:*
   a. há-yìr, án-nè!
   b. pé-kʸ‿i-yì, án-nè!

12. *Mrs. Carr tells Mrs. Kaya about her daughter's friendship with Mrs. Kaya's son. Mrs. Carr says:*
   a. si-zi-n‿ar-ka-daş-la-rı-niz‿vár-mì?
   b. si-zí-n‿ó:-lu-nùz mú-zàf-fér, be-nim‿şûkʸ-rü-yé-m‿i-lʸè çó-k‿i-yi‿ár-ka-dàş-tir.

13. *Mrs. Kaya agrees with her saying:*
   a. há-yìr, dė-yílʸ-dìr!
   b. é-vèt, çók‿dó:-rù!

14. *Mrs. Carr remarks that her daughter is always going to the movies with Muzaffer Kaya. She says:*
   a. si-né-má-yà dá-i-ma‿be-rá:-bér‿gʸi-dér-lʸèr.
   b. şûkʸ-rü-yé á-lʸí‿i-lʸè i-yi‿ár-ka-dáş-tìr.

Digitized by Google

15. *Later, as they prepare to leave, Mrs. Carr, surprised, says:*
a. né‿ò gʸi-di-yór-mú-su-nùz?
b. kah-vė‿is-ti-yór-mú-su-nùz?

16. *Mrs. Kaya explains why they have to go early:*
a. si-né-ma-yá‿gʸit-mė-kʸ‿is-ti-yò-rúz.
b. çó-cùk-lár, hér‿sá-bàh ér-kʸén‿kál-kár-làr.

17. *Mr. and Mrs. Carr exclaim, as their guests leave:*
a. gʸû-n‿áy-dín!
b. al-láh‿ra-hát-lík‿vér-sìn!

18. *They return the good-bye, saying:*
a. çó-k‿i-yì!
b. si-zé-dè, báy vė‿bá-yàn‿kár!

19. *As the guests go out, they call back:*
a. tóp-làn-tí ná-sìl?
b. çó-k‿ėy-lʸén-dìkʸ! çók‿te-şékʸ-kʸû-r‿e-dè-riz.

Section D—Listening In

1. What Did You Say?

Give your answers in Turkish for the last exercise in the preceding section, when the Leader calls for them. Do it without reading from the book, if possible. Other members of the group will criticize your choice if they disagree with it. Then give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

Give the correct Turkish for each English expression in the *Word Study*, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the *Word Study*. The Group Leader will give the English and call on different members of the group for the Turkish. As a final check the Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C. 3).

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Turkish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say. Finally, take parts and carry on the conversation.

Digitized by Google

1. *In the office.*

Record 9A, after 4th spiral.

bày◡kár—	gʸû-n◡áy-dín, bá-y◡ák-yǘ-rèkʸ!	Gün aydın, bay Akyürek!
bá-y◡ák-yü̇-rèkʸ—	gʸû-n◡áy-dín, bày◡kár!	Gün aydın, bay Kar!
	bú◡gʸün◡ná-sil-sı-nìz?	Bu gün nasılsınız?
bày◡kár—	i̇-yi̇-yi̇m.	İyiyim.
	siz?	Siz?
bá-y◡ák-yü̇-rèkʸ—	bén-dė◡i-yi̇-yi̇m.	Ben de iyiyim.
	bú◡ák-şàm biz-dė◡bir◡tóp-lán-tí◡vàr.	Bu akşam bizde bir toplantı var.
	siz vė◡bá-yàn◡kár gʸe-lʸír-mi̇-si-niz?	Siz ve bayan Kar gelirmisiniz?
bày◡kár—	é-vèt. te-şėkʸ-kʸû-r◡e-dè-riz!	Evet. Teşekkür ederiz!

2. *The guests arrive.*

bày◡ká-yá—	ak-şam-la-rı-niz◡há-yır-lí◡ól-sùn!	Akşamlarınız hayırlı olsun!
bày◡kár—	te-şėkʸ-kʸú-r◡e-dè-rim, si̇-zin-dè!	Teşekkür ederim, sizin de!
	búy-rùn, lʸût-fèn, búy-rùn!	Buyrun, lûtfen, buyrun!
bá-yàn◡kár—	ná-sil-sı-nìz, bá-yàn◡mė-tin?	Nasılsınız, bayan Metin?
bá-yàn◡mė-tin—	çó-k◡i-yi̇-yi̇m, te-şėkʸ-kʸú-r◡e-dè-rim!	Çok iyiyim, teşekkür ederim!
bá-yàn◡ká-yá—	ço-cuk-la-rı-niz◡ná-sìl, bá-yàn◡kár?	Çocuklarınız nasıl, bayan Kar?
bá-yàn◡kár—	bú◡gʸùn ço-cùk-lá-rím çó-k◡i-yi̇-dir-lʸèr.	Bu gün çocuklarım çok iyidirler.
bá-yàn◡mė-tin—	bú ò:-lúm òr-hán.	Bu oğlum Orhan.
bá-yàn◡ká-yá—	bùn-lár be-ni̇m◡ço-cùk-lá-rím, lʸèy-lʸá: vė◡mú-zàf-fér.	Bunlar benim çocuklarım, Leylâ, ve Muzaffer.
bá-yàn◡kár—	be-ni̇-m◡i-kʸi̇◡ki-zím◡vàr.	Benim iki kızım var.
	bú à-lʸi̇-yé vè◡bú şûkʸ-rü̇-yé.	Bu Aliye ve bu Şükrüye.

Digitized by Google

	çó-cúk-làr!	Çocuklar!
	ó-da-niz-dá◡ey-lʸè-nín!	Odanızda eğlenin!
bá-yàn◡mé-tín—	bíz◡bú-ra-da◡kó-nuş-má-k◡ís-ti-yò-rúz.	Biz burada konuşmak istiyoruz.
çó-cùk-lár—	pé-kʸ◡í-yì, án-nè!	Pek iyi, anne!
bá-yàn◡kár—	mú-zàf-fér kı-zım◡şükʸ-rü-yé◡í-lʸè çó-k◡i-yí◡ár-ka-dáş-tır.	Muzaffer kızım Şükrüye ile çok iyi arkadaştır.
bá-yàn◡ká-yá—	çók◡dó:-rù!	Çok doğru!
	on-lár◡si-né-má-yà dá-i-ma◡be-rá:-bér◡gʸi-dér-lʸèr.	Onlar sinemaya daima beraber giderler.

3. *Time to go.*

Record 9B, beginning.

bá-yàn◡kár—	né◡ò gʸí-di-yór-mú-su-nùz?	Ne o gidiyormusunuz?
bày◡mé-tín—	é-vèt. çók◡gʸéç◡kál-dık.	Evet. Çok geç kaldık.
bày◡ká-yá—	bíz◡hér◡sá-bàh ér-kʸén◡kál-kà-rız.	Biz her sabah erken kalkarız.
mi-sà:-fír-lʸér—	ál-la-há◡ıs-már-la-dık!	Allaha ısmarladık!
	al-láh◡ra-hát-lık◡vér-sín!	Allah rahatlık versin!
bày◡kár—	gʸü-lʸé◡gʸü-lʸè!	Güle güle!
	sí-zé-dè!	Size de!

4. *The old gang.*

òr-hán—	mér-há-bà, á-lʸí!	Merhaba, Ali!
à-lʸí—	mér-há-bà, ór-hàn. fat-má◡ná-sıl?	Merhaba, Orhan. Fatma nasıl?
òr-hán—	í-yí. şím-di◡èv-lʸí.	İyi. Şimdi evli.
à-lʸí—	hák-kí◡i-lʸè-mí?	Hakkı ilemi?
òr-hán—	é-vèt. hák-kí◡í-lʸè.	Evet. Hakkı ile.
à-lʸí—	ço-cuk-la-rı◡vár-mı?	Çocukları varmı?

Digitized by Google

òr-hán—	há-yìr, yók.	Hayır, yok.
à-lʸí—	á-lʸi-yé‿nè-re-dè?	Aliye nerede?
òr-hán—	bù-ra-dà‿dè-yílʸ, si-né-má-dà.	Burada değil, sinemada.
	kiz‿kár-de-şi-m‿i-lʸé‿be-rá:-bèr!	Kız kardeşim ile beraber!
à-lʸí—	şim-di‿ye-mékʸ‿ye-mé-kʸ‿is-ti-yór-mù-su-nùz?	Şimdi yemek yemek istiyormusunuz?
òr-hán—	síz?	Siz?
à-lʸí—	é-vèt. is-tí-yo-rùm.	Evet. İstiyorum.
òr-hán—	ó‿lʸo-kàn-tá i-yí-mì?	O lokanta iyimi?
à-lʸí—	é-vèt. e-ti‿çó-k‿i-yì.	Evet. Eti çok iyi.
5. *Wine, women and movies.*		
mù-zàf-fér—	şa-ráp‿ho-şu-nu-zà‿gʸi-di-yór-mù?	Şarap hoşunuza gidiyormu?
is-má-ílʸ—	é-vèt. çók!	Evet. Çok.
mù-zàf-fér—	fat-ma-nin-da‿hó-şu-ná‿gʸi-di-yòr.	Fatmanın da hoşuna gidiyor.
is-má-ílʸ—	şá-ráp-mì? or-há-n‿i-lʸé‿íç-mékʸ-mì?	Şarapmı? Orhan ile içmekmi?
mù-zàf-fér—	i-kʸi-sí-dè.	İkisi de.
	si-né-ma-ya‿gʸit-mékʸ-té‿hó-şu-nà‿gʸi-di-yór.	Sinemaya gitmek de hoşuna gidiyor.
is-má-ílʸ—	bú‿ák-şàm si-né-ma-yà‿gʸi-di-yò-rùz.	Bu akşam sinemaya gidiyoruz.
mù-zàf-fér—	kʸim-lʸér‿gʸi-di-yòr?	Kimler gidiyor?
[is-má-ílʸ][1]—	biz. fát-mà‿i-lʸé‿bén.	Biz. Fatma ile ben.
	be-ra:-bér‿gʸe-lʸír-mi-si-niz?	Beraber gelirmisiniz?
mù-zàf-fér—	é-vèt. gʸé-lʸi-rìz.	Evet. Geliriz.
	sá-àt‿se-kʸiz-dé lʸéy-lʸà:‿i-lʸé‿bén si-zé‿gʸé-lʸi-yò-rùz.	Saat sekizde Leylâ ile ben size geliyoruz.
is-má-ílʸ—	pé-kʸ‿i-yì! sè-kʸiz-dé!	Pek iyi! Sekizde!

[1]Not on the record.

Digitized by Google

Section E—Conversation

1. Covering the Turkish of Basic Sentences (Individual Study)

Cover the Turkish of the *Basic Sentences* and practice saying the Turkish equivalents of the English expressions.

2. Vocabulary Check-Up

As in previous units, the Group Leader will call on various members of the group to give the Turkish expressions which correspond to the English in the *Basic Sentences*.

3. Conversation

Work through the following outlined conversations, taking parts. Act them out in front of the group; keep this up until you can do them easily and smoothly. When the outlined conversations go well, then change the situations somewhat. You now have more material which you can work into additional conversations. Invent topics as you did for the previous units.

1. Guests at a party.
   The Kayas and the Metins arrive and exchange greetings with their hosts, the Carrs. They inquire about the health of each other's children. They send the children off to amuse themselves elsewhere. They talk, drink beer, wine, etc. The ladies discuss their children. The men smoke. Later they break up, making their excuses.
2. Meeting in front of the movies.
   Mr. Gunduz meets Mr. and Mrs. Metin who invite him to accompany them to the movies. He accepts and they talk about the hour, and whether the movie is good or not. After the movie, they take their leave of each other.

Section F—Conversation (*Cont.*)

1. Conversation (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

Digitized by Google

2. Questions and Answers

First run through the *Listening In* once more. Then answer the following questions when the Guide asks you, or take turns asking them of others and answering them.

1. 1. bày◡kár bú◡gʸùn ná-sìl?
2. báy vé◡bá-yàn◡kár top-lan-tɪ-yá◡gʸe-lʸí-yór-làr-mi?
3. bày◡kár né◡dì-yòr?

2. 4. bá-yàn◡mé-tín ná-sìl?
5. báy◡ká-rín◡ço-cúk-la-rì bú◡gʸùn i-yí-mi-dìr-lʸèr?
6. bá-yàn◡ká-rín káç◡kɪ-zi◡vàr?
7. i-sìm-lʸe-rí◡nè?
8. bày-lár né◡yap-má-k◡ìs-ti-yór-làr?
9. kʸím◡şükʸ-rü-yé◡i-lʸé◡çó-k◡i-yí◡ár-ka-dàş-tir?
10. né-re-yé◡dá-i-ma◡be-ra:-bér◡gʸi-dér-lʸèr?

3. 11. kʸìm-lʸér hér◡sa-bá-h◡ér-kʸén◡kál-kár-làr?

4. 12. fàt-má á-lʸí◡i-lʸé-mi◡év-lʸì?
13. on-la-rin◡ço-cuk-la-ri◡vár-mì?
14. kʸím◡si-nè-ma-dá?
15. kʸí-mín◡kiz◡kar-de-şì◡i-lʸé◡be-rá:-bèr?
16. a-lʸí◡şim-di◡ye-mékʸ◡ye-mé-kʸ◡ìs-ti-yór-mù?
17. lʸo-kán-ta-nın◡né-sí◡çó-k◡ì-yì?

5. 18. is-ma-i-lʸín◡ho-şu-ná◡né◡gʸí-di-yòr?
19. fát-ma-nìn-dá◡né?
20. bú◡ák-şàm fát-mà◡i-lʸé◡ìs-ma-íl^{y} né-re-yé◡gʸí-di-yór-làr?
21. lʸéy-lʸà:◡i-lʸé◡mu-záf-fér ón-lá-r◡i-lʸé◡be-rá:-bèr gʸit-mé-kʸ◡is-tí-yór-làr-mi?
22. sá-àt◡káç-tá?

FINDER LIST

àl-láh — God

al-láh◡ra-hát-lík◡vér-sìn! — Good night! (lit. may God give rest!)

à-lʸí-yé — Aliye (girl's name)

án-nè — mother

bé-rà:-bér — together

Digitized by Google

bíz
bìz-dé

bú
bú‿gʸùn
bùn-lár

búy-rùn!

çò-cúk
çó-cùk-lár
çó-cúk-làr!
ço-cùk-lá-rí
ço-cùk-lá-rɪ-níz

dá-ì-mà

de- . . .
dì-yór

dè-yílʸ
dė-yílʸ-dìr
de-yìlʸ-lʸér-dir

dò:-rú
çók‿dó:-rù!

èr-kʸén

év
èv-dé

we; us
at our house (lit. at us)

this
today (lit. this day)
these (people)

come in!

child; boy
(the) children
children!
her (their) children
your children

always

say
[he] says (lit. is saying)

not
[he] is not
they are not

right
quite right!

early

house; home
at home

Digitized by Google

ey-lʸen- . . . (aor. *-ir-*)
ày-lʸén-díkʸ!
éy-lʸé-nìn!

gʸéç

gʸelʸ- . . . (aor. *-ir-*)
gʸe-lʸír-mi-si-nìz?
gʸé-lʸí-yòr
gʸe-lʸí-yór-làr
gʸe-lʸí-yór-làr-mi?
gʸe-lʸí-yór-mù?

gʸit- . . . (aor. *-er-*)
gʸí-dèr-lʸér
gʸí-dìn!
gʸí-di-yór-mú-su-nùz?
gʸìt-mékʸ
gʸít-mékʸ-tè

gʸűn
bú‿gʸùn

hér
hér‿sá-bàh

ì-kʸí
ì-kʸí-sí
í-kʸi-sí-dè

enjoy oneself, amuse oneself
we've amused ourselves
amuse yourself!

late

come
will you come?
[they] are coming
they are coming
are they coming?
are [they] coming?

go
they go
go!
are you going?
to go
to go, too

day
today (lit. this day)

every
every morning

two
the two of them (lit. their two)
both (of them)

Digitized by Google

ì-lʸé

á-lʸí‿i-lʸè — with
á-lʸí‿i-lʸè-mi? — with Ali
hák-kí‿i-lʸè — with Ali?
hák-kí‿i-lʸè-mi? — with Hakki
ṣük^{y}-rü-yé-m‿i-lʸè — with Hakki?
with my Shukruye

ì-yí

i-yí-dìr — good; well
i-yí-dir-lʸèr — [he] is good
i-yí-mi-dir-lʸèr? — they are well
ì-yi-lʸér — are they well?
i-yi-lʸér-dìr — good ones
i-yí-mi-si-nìz? — [it]'s [the] good ones
i-yí-yìm — [are] you well?
i-yí-yìz — I['m] well
we [are] well

kal- . . . (aor. *-ır-*)

kàl-dík — stay, remain
we've stayed

kalk- . . . (aor. *-ar-*)

kál-ká-rìz — get up; leave
kàl-kár-lár — we get up
they get up

kàr-déṣ

kár-dé-ṣìz — brother
we [are] brother[s]

Digitized by Google

kíz
kí-zìm
kí-zim-dìr
kìz-lár
kìz-lá-rím

ko-nuş- . . . (aor. *-ur-*)
kó-nùṣ-mák

kʸím
kʸìm-lʸér
kʸì-mín

lʸèy-lʸá:

mi-sà:-fír
mi-sà:-fír-lʸér

mù-zàf-fér

ná-sìl
ná-sìl?

né
né‿ò
né‿ò gʸí-di-yór-mú-su-nùz?

né-rè-dè?
né-re-dè-lʸèr?

né-rè-yè?

daughter; girl
I [am] [a] girl
I am [a] girl
daughters
my daughters

talk
to talk

who
who all (more than one)
whose

Leylâ (girl's name)

guest
guests

Muzaffer (boy's name) (lit. "Victor")

how?
how [are] [they]?

what
what! what's this?
What's this, are you going?

where?
where [are] they?

where (lit. whither)?

Digitized by Google

ó

òn-lár

òn-lá-rín

ò-dá

ò-dá-níz

ó-da-nìz-dá

òr-hán

ò-úl

ò:-lúm

ó:-lúm-dùr

ò:-lú-núz

ò:-lúm, etc.

pékʸ

pé-kʸ‿i-yì

rá-hàt-lík

al-láh‿ra-hát-lík‿vér-sìn!

sà-át

sà-á-tí

sà-báh

sí-né-mà

si-né-má-dà

si-né-má-yà

he (she, it)

they

of them, their

room

your room

in your room

Orhan (boy's name)

son

my son

[it]'s my son

your son

see *ò-úl*

very

all right! (lit. very well)

rest

Good night! (lit. may God give rest!)

hour; o'clock; watch; clock

his watch

morning

movie(s)

in the movies

to the movies

Digitized by Google

sí̀z
sì-zé
sí̀-zé-dè

ṣù̀kʸ-rǘ-yé
ṣù̀kʸ-rǘ-yém

tòp-làn-tí
tóp-làn-tı-yá

ver- . . . (aor. *-ir-*)
vèr-sí̀n!

yap- . . . (aor. *-ar-*)
yàp-mák

zá:t
zà:-tí

you
to you; to your house
to you, too

Shukruye (girl's name)
my Shukruye

party
to [the] party

give
may [he] give!

do
to do

gentleman
her gentleman

Digitized by Google

UNIT 5

LET'S TALK ABOUT THE WEATHER

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Mr. Kaya and Mr. Carr get in out of the rain.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL TURKISH SPELLING
Record 10A, beginning.		
	Mr. Carr	
Good morning, Mr. Kaya! How are you today?	gʸû-n‿ây-dín, bày‿kâ-yá! bú‿gʸûn ná-sil-sı-nìz?	Gün aydın, bay Kaya! Bu gün nasılsınız?
	Mr. Kaya	
Good morning, Mr. Carr! I'm very well.	gʸû-n‿ây-dín, bày‿kár! çó-k‿i-yí-yim.	Gün aydın, bay Kar! Çok iyiyim.
	Mr. Carr	
weather	hà-vá.	hava
Do you like this weather?	bú‿hâ-và ho-şu-nu-zâ‿gʸí-di-yór-mù?	Bu hava hoşunuza gidiyormu?
	Mr. Kaya	
Yes, I like it very much!	é-vèt, çók‿hó-şu-má‿gʸí-di-yòr!	Evet, çok hoşuma gidiyor!

Digitized by Google

	Mr. Carr	
[the] sun	gʸù-néş.	güneş
beautifully	gʸù-zélʸ.	güzel
[it] is shining	pár-lí-yòr.	parlıyor
The sun's shining nicely, isn't it?	gʸü-néş‿gʸǘ-zélʸ‿pár-lı-yòr, dė-yílʸ-mì?	Güneş güzel parlıyor, değilmi?
	Mr. Kaya	
cool	sè-rín.	serin
breeze	rùz-gʸár.	rüzgâr
[it] is blowing	é-sí-yòr.	esiyor
Yes. And there's a cool breeze blowing.	é-vèt. se-rín‿bír‿rüz-gʸár-dá‿é-si-yòr.	Evet. Serin bir rüzgâr da esiyor.
	Mr. Carr	
[the] birds	kùş-lár.	kuşlar
in [the] trees	a-àç-lár-dá.	ağaçlarda
they are singing	ö-tű-yór-làr.	ötüyorlar
The birds are singing in the trees.	kuş-lár‿a-aç-lar-dá‿ö-tű-yór-làr.	Kuşlar ağaçlarda ötüyorlar.
	Mr. Kaya	
but	fá-kàt.	fakat
further	dà-há.	daha
on (lit. yonder)	ò-té-dé.	ötede
what [is] there?	né‿vàr?	ne var?
But what's that over there?	fá-kàt da-há‿ö-te-dė‿né‿vàr?	Fakat daha ötede ne var?
	Mr. Carr	
Where?	né-rė-dè?	Nerede?

Digitized by Google

	Mr. Kaya	
on [the] horizon	ú-fùk-tá.	ufukta
you see [it[1]*]*	gʸö-rû-yór-su-nùz.	görüyorsunuz
On the horizon. You see it, don't you?	ú-fùk-tá. gʸö-rû-yór-su-nùz, dė-yílʸ-mì?	Ufukta. Görüyorsunuz, değilmi?
	Mr. Carr	
there	ó-rá-dà.	orada
black	kà-rá.	kara
clouds	bú-lùt-lár.	bulutlar
[they] are gathering	tóp-la-ní-yòr.	toplanıyor
Black clouds are gathering there.	ó-ra-da‿ka-rá‿bu-lút-lár‿tóp-lá-nı-yòr.	Orada kara bulutlar toplanıyor.

Record 10B, beginning.

lightning	ṣim-ṣékʸ‿pa-rıl-tı-la-rì.	şimşek parıltıları
thunder	ṣim-ṣékʸ‿sės-lʸe-rì.	şimşek sesleri
[they] are approaching	yák-la-ṣí-yòr.	yaklaşıyor
The thunder and lightning are getting nearer.	ṣim-ṣékʸ‿pa-rıl-tı-la-rì vė‿ṣim-ṣékʸ‿sės-lʸe-rì yák-la-ṣí-yòr.	Şimşek parıltıları ve şimşek sesleri yaklaşıyor.
	Mr. Kaya	
heaven	gʸók.	gök
its face	yû-zû.	yüzü
[it] is getting dark	ká-ra-rí-yòr.	kararıyor
The sky is getting dark.	gʸók‿yû-zû ká-ra-rí-yòr.	Gök yüzü kararıyor.

[1]Not on record.

Digitized by Google

	Mr. Carr	
come on!	háy-dì!	haydi
let's run!	kò-ṣá-lím!	koşalım
Come on, let's run!	háy-dì, kò-ṣá-lím!	Haydi, koşalım!
	Mr. Kaya	
rain	yà:-múr.	yağmur
to fall	yà:-má-á.	yağmağa
[it] is starting	báş-lí-yòr.	başlıyor
Yes, it's starting to rain.	é-vèt, ya:-múr‿yà:-ma-á‿báş-lı-yòr.	Evet, yağmur yağmağa başlıyor.
	Mr. Carr	
we're getting wet	ıs-la-ní-yó-rùz.	ıslanıyoruz.
on [the] corner	kʸò-şé-dé.	köşede
shelter	sì-ı-nák.	sığınak
We're getting wet!	ıs-la-ní-yó-rùz!	Islanıyoruz!
There's a shelter on the corner.	kʸö-şe-dé‿bír‿sı-ı-nák‿vàr.	Köşede bir sığınak var.
	Mr. Kaya	
there (lit. thither)	ó-rá-yà.	oraya
Let's run there!	ó-ra-yá‿kó-şa-lìm!	Oraya koşalım!
	Mr. Carr	
[it] is stopping	dí-ní-yòr.	diniyor
Now the rain is stopping.	şím-di‿ya:-múr‿dí-ní-yòr.	Şimdi yağmur diniyor.

Digitized by Google

Mr. Kaya

your right	hàk-ki-níz.	hakkınız
there [is]	vár.	var
[they] are passing	gʸé-çí-yòr.	geçiyor
[it] is coming out	gʸö́-zü-kʸú́-yòr.	gözüküyor
You're right, the clouds are passing, the sun is coming out.	hák-kı-níz‿vàr, bu-lut-lár‿gʸé-çí-yòr, gʸü-nés̀‿gʸö́-zü-kʸú́-yòr.	Hakkınız var, bulutlar geçiyor, güneş gözüküyor.

Mr. Carr

again	tékʸ-ràr.	tekrar
Now the weather is nice again!	ş̀im-di‿ha-vá‿tékʸ-rár‿gʸǘ-zèlʸ!	Şimdi hava tekrar güzel!

Mr. Kaya

Good-bye!	ál-la-há‿ıs-már-la-dık!	Allaha ısmarladık!

Mr. Carr

Good-bye!	gʸǘ-lʸé‿gʸǘ-lʸè!	Güle güle!

Before you go through the *Basic Sentences* a second time, *review* the sound values of these letters:

LETTER	STANDS FOR A SOUND	EXAMPLES	
c	like g in *gem* or *gin*	çò-cúk	(*child*)
o:	drawled or long like *ou* in *soul*	dò:-rú	(*right*)
Remember:			
a	about as in *father*	hà-vá	(*weather*)
e	about as in *pet*	é-vèt	(*yes*)
i	about as in *pit*	i-yí-yìm	(*I['m] well*)
o	about as in *for*	çók	(*very much*)

Digitized by Google

u	about as in *put*	kúṣ	(*bird*)
ı	somewhat like *u* in *suppose*	sì-i-nák	(*shelter*)
ü	like *i* in *pit*, with puckered lips	gʸû-zélʸ	(*beautiful*)
ö	like *e* in *pet*, with puckered lips	kʸò-ṣé	(*corner*)
a:	drawled like *a* in *father*	yà:-múr	(*rain*)
ç	like *ch* in *chin*	gʸé-çí-yòr	([*it*] *is passing*)
kʸ	like *c* in *cute*	tékʸ-ràr	(*again*)
gʸ	like *g* in *argue*	rûz-gʸár	(*breeze*)
ş	like *sh* in *shin*	gʸû-néṣ	(*sun*)
h	like *h* in *head*	hàk-ki-níz	(*your right*)
y	like *y* in *year* even in the middle of a word	yák-la-ṣí-yòr	([*it*] *is approaching*)
lʸ	like *li* in *million*	gʸû-zélʸ	(*beautiful*)
‿	connects words spoken together without pause or break		
´	marks strongest vowel		
`	marks next strongest vowel		
'	marks other fairly strong vowels		

Then study the following:

2. Hints on Pronunciation

One of the simple basic vowel sounds of Turkish which we have met in this lesson is unlike any English vowel sound. If you pronounce "en" (the name of the letter *n*) several times with spread lips, as one usually does in English, and then repeat it with puckered lips, you get a vowel sound, before the *n*, very much like Turkish *ö*.

Note: This Turkish sound is written with *ö* with two dots over it, and is not to be confused with *o*, without any dots.

Practice pronouncing "en" (the letter *n*) first with spread lips, and then with puckered lips, thus:

Digitized by Google

PRACTICE 1 **Record 11A, beginning.**

én.
ő́n.
én.
ő́n.
én.
ő́n.
én.
ő́n. ő́n. ő́n. ő́n.

The first of these is Turkish *én* 'most', the second is Turkish *ő́n* 'front'.

PRACTICE 2 **Record 11A, after 1st spiral.**

dő́rt.	(*four*)
ő́-tú-yòr.	([*it*] *sings*)
g^{y}ő́-rú-yòr.	([*it*] *sees*)
ö́-tė-dé.	(*over there*)
g^{y}ő́k^{y}.	(*heaven*)
k^{y}ö́-şé.	(*corner*)
g^{y}ő́-zü-k^{y}ú-yòr.	([*it*] *is coming out*)

Now go twice through the *Basic Sentences* individually, once with book open, and once with book closed.

Section B—Word Study and Review of Basic Sentences

1. Word Study (Individual Study)

1. *The Turkish equivalents of English "our"*

We have seen forms such as *hò-şu-mu̇-zá* 'to our pleasure', *o-fi̇-si̇-mi̇z* 'our office'. Tabulating these and similar forms we get:

Digitized by Google

	Column I			*Column II*	
			Group I		
i	à-lʸí	*'Ali'*	:	à-lʸí-míz	*'our Ali'*
e	án-nè	*'mother'*	:	án-né-mìz	*'our mother'*
ü	.....	.....	:	.....	.....
ö	.....	.....	:	.....	.....
ı	kà-rí	*'wife'*	:	kà-rı-míz	*'our wife'*
a	pà-rá	*'money'*	:	pà-rá-míz	*'our money'*
u	.....	.....	:	.....	.....
o	.....	.....	:	.....	.....
			Group II		
i	kʸìb-rít	*'match'*	:	kʸíb-rì-ti-míz	*'our match'*
e	kàr-déş	*'brother'*	:	kár-dè-şi-míz	*'our brother'*
ü	gʸún	*'day'*	:	gʸù-nú-múz	*'our day'*
ö	dórt	*'four'*	:	dòr-dú-múz	*'the four of us (lit. our four)'*
ı	kíz	*'daughter'*	:	kì-zi-míz	*'our daughter'*
a	àr-ká-dáş	*'friend'*	:	ár-ka-dà-şı-míz	*'our friend'*
u	ù-fúk	*'horizon'*	:	ùf-kú-múz	*'our horizon'*
o	ón	*'ten'*	:	ò-nú-múz	*'the ten of us'*

If we compare Column I with Column II, and Group I with Group II above, we see that:

1. the Turkish *possessive* ending 'our' has a number of different forms;
2. the ending is *-miz*, *-müz*, *-mız*, *-muz* after a *vowel*, as in Group I;
3. it is *-i-miz*, *-ü-müz*, *-ı-mız*, *-u-muz* after a consonant, as in Group II;

Digitized by Google

4. the (second) vowel of this ending is the *strongest vowel* of the forms in Column II, when it is the *last* vowel of the forms in Column I, which is strongest (kàr-dés : kár-dè-ṣi-míz); but if any other vowel of the forms in Column I is strongest, then the ending vowel is second strongest (án-nè : án-nė-mìz);

5. here we see what we have called *Vowel Harmony Type I* (see Unit 3 B. 1. 2) in its complete form, with its *four* possible correspondence types; in the following table, we summarize the possibilities of this type of vowel harmony:

Turkish Vowel Harmony Type I

i e	ü ö	ı a	u o	base final-syllable vowels
i	ü	ı	u	ending vowel

A base, whose final syllable contains the vowel *i* or *e*, is followed by the vowel *i* in those endings which follow Vowel Harmony Type I.

A base, whose final syllable contains the vowel *ü* or *ö*, is followed by the vowel *ü* in such endings.

A base, whose final syllable contains the vowel *ı* or *a*, is followed by the vowel *ı* in such endings.

A base, whose final syllable contains the vowel *u* or *o*, is followed by the vowel *u* in such endings.

Here is a list of the endings, which we have studied up to now, which follow Vowel Harmony Type I:

-dir, -dür, -dır, -dur	(after "humming" sounds)	*'is, are, am'*
-tir, -tür, -tır, -tur	(after other sounds)	
-m	(after vowel)	*'my'*
-im, -üm, -ım, -um	(after consonant)	
-niz, -nüz, -nız, -nuz	(after vowel)	*'your'*
-i-niz, -ü-nüz, -ı-nız, -u-nuz	(after consonant)	
-si, -sü, -sı, -su	(after vowel)	*'his, her, its, their'*
-i, -ü, -ı, -u	(after consonant)	

Digitized by Google

-nin, -nün, -nın, -nun	(after vowel)	(*possessor*)
-in, -ün, -ın, -un	(after consonant)	
	Unit 3	
-i-yor, -ü-yor, -ı-yor, -u-yor		(*momentary*)
-ir, -ür, -ır, -ur	(only after consonant)	(*aorist*)
	Unit 4	
-yim, -yüm, -yım, -yum	(after vowel)	'*I*'
-im, -üm, -ım, -um	(after consonant)	
-si-niz, -sü-nüz, -sı-nız, -su-nuz		'*you*'
-yiz, -yüz, -yız, -yuz	(after vowel)	'*we*'
-iz, -üz, -ız, -uz	(after consonant)	
	Unit 5	
-miz, -müz, -mız, muz	(after vowel)	'*our*'
-i-miz, -ü-müz, -ı-mız, -u-muz	(after consonant)	

We shall also study in the present unit (see below) this ending:

-mi?, -mü?, -mı?, -mu? (*interrogative*)

2. Turkish noun ending "more than one"

We have already seen many forms such as *bày-lár*, 'gentlemen', *çȯ-cùk-lár* 'children', *kùş-lár* 'birds', *ìş-lʸér* 'jobs', and so on. If we tabulate similar forms, we get:

	Column I			*Column II*	
			Group I		
i	íş	'*job*'	:	ìş-lʸér	'*jobs*'
e	án-nè	'*mother*'	:	án-nė-lʸèr	'*mothers*'
ü	gʸűn	'*day*'	:	gʸűn-lʸér	'*days*'
ö	gʸők^{y}	'*sky*'	:	gʸők^{y}-lʸér	'*skies*'

Digitized by Google

Group II

ı	pà-rìl-tí	*'flash'*	:	pà-rìl-tı-lár	*'flashes'*
a	rûz-g^{y}ár	*'breeze'*	:	rûz-g^{y}àr-lár	*'breezes'*
u	bù-lút	*'cloud'*	:	bù-lùt-lár	*'clouds'*
o	ó	*'he'*	:	òn-lár	*'they'*

If we compare Column I with II, and Groups I and II, we see that:

1. the ending which means 'more than one' has two forms (*-l^{y}er, -lar*);
2. the vowel of the ending of the forms in Column II is *strongest* when it is the last vowel of the base (Column I) which is strongest (bù-l*ú*t : bù-l*ù*t-l*á*r); otherwise, the ending-vowel is *second strongest* (án-nè : án-nè-l^{y}*è*r);
3. this "more than one" ending we shall call the *noun plural* ending or simply the *plural* ending;
4. this *-l^{y}er, -lar* noun plural ending does not follow *Vowel Harmony Type I*, which we summarized above; it follows what we have called *Vowel Harmony Type II* (see Unit 3. B. 1. 2), which we shall summarize in the following table:

Turkish Vowel Harmony Type II

i	ü	ı	u	base final-syllable vowels
e	ö	a	o	
e		a		ending vowel

A base, whose final syllable contains the vowel *i*, *e*, *ü*, or *ö*, is followed by the vowel *e* in those endings which follow Vowel Harmony Type II.

A base, whose final syllable contains the vowel *ı*, *a*, *u*, or *o*, is followed by the vowel *a* in such endings.

Here are the endings which we have studied up to now, which follow Vowel Harmony Type II:

-er, -ar	Unit 3 (only after consonant)	(*aorist*)
-l^{y}er, -lar	Unit 4	*'they'*

Digitized by Google

-lʸer, -lar		*(noun plural)*

We shall also study in the present unit (see below) this ending:

-de, -da	(after "humming" sounds)	
-te, -ta	(after other sounds)	*'and, too, also'*

3. *Turkish question forms*

We have seen a number of forms such as *ȧn-lı-yór-mù-su-nùz?* 'do you understand?', *vár-mì?* '[is] there?', *ve-rír-mí-si-nìz?* 'will you give?', etc. If we tabulate a number of them, we get:

	Column I			*Column II*	
		Group I			
i	ì-yí	*'good'*	:	ì-yí-mì?	*'[is] it good?'*
e	ȧ-lʸí‿ì-lʸè	*'with Ali'*	:	ȧ-lʸí‿ì-lʸè-mì?	*'([is] [it]) with Ali?'*
ı	kíz	*'daughter(s)'*	:	kíz-mì?	*'([are] [they]) daughters?'*
a	ṣà-ráp	*'wine'*	:	ṣȧ-ráp-mì?	*'([is] [it]) wine?'*
o	yók	*'there [is]n't'*	:	yók-mù?	*'[is]n't there?'*
a	sȧ:-dá-dìr	*'[it] is to [the] right'*	:	sa:-dá-mì-dìr?	*'is [it] to [the] right?'*
i	i-yí-dìr-lʸèr	*'they are well'*	:	i-yí-mì-dìr-lʸèr?	*'are they well?'*
i	i-yí-sì-nìz	*'you [are] well'*	:	i-yí-mì-si-nìz?	*'[are] you well?'*
i	kȧr-de-ṣím-dìr	*'[it] is my brother'*	:	kȧr-de-ṣím-mì-dìr?	*'is [it] my brother?'*
i	ėv-lʸí-dìr	*'[she] is married'*	:	ėv-lʸí-mì-dìr?	*'is [she] married?'*
		Group II			
i	ve-rír-sì-nìz	*'you give'*	:	ve-rír-mì-si-nìz?	*'will you give?'*
e	gʸì-dér	*'[it] goes'*	:	gʸì-dér-mì?	*'does [it] go?'*
a	kȯ-nu-ṣú-yȯr-làr	*'they are talking'*	:	kȯ-nu-ṣú-yȯr-làr-mì?	*'are they talking?'*

Digitized by Google

o	gʸe-lʸi-yór-su-nùz	*'you are coming'*	:	gʸė-lʸi-yór-mú-su-nùz?	*'are you coming?'*
o	yá-pí-yòr	*'[she] is doing'*	:	yá-pı-yór-mù?	*'is [she] doing?'*
o	is-ti-yo-rùm	*'I want'*	:	is-ti-yór-mú-yùm?	*'[do] I want?'*
a	yá-pá-rız	*'we do'*	:	ya-pár-mi-yız?	*'[do] we do?'*
ü	gʸö-rür	*'he sees'*	:	gʸö-rür-mü?	*'[does] he see?'*

If we compare Column I with Column II, we see that:

1. the forms in Column II all contain the ending *-mi, -mü, -mı, -mu;*
2. this ending follows Vowel Harmony Type I;
3. the forms in Group I are *nouns* with the *copula* ending; we see that the *-mi, -mü, -mı, -mu* ending comes
   a. before the personal endings (*-si-niz);*
   b. before the copula ending (*-0; -dir, -dır*, etc.)
4. the forms in Group II are *verbs* with various *personal* endings; we see that the *-mi, -mü, -mı, -mu* ending comes before all personal endings except the "they" ending:
   a. before *-yum* 'I', *-0* 'he', *-yız* 'we', *-si-niz* 'you';
   b. after *-lar;*
5. the *strongest vowel* is always before the *-mi, -mü, -mı, -mu* ending, never on it; we note that only in the momentary forms (yá-pí-yòr : yá-pı-yór-mù?) is there any change in the position of the strongest vowel, to bring it up to the syllable just before the ending; in the "they" form, however, *kó-nu-şú-yór-làr-mi?*, there is no change in the distribution of *strongest* and next strongest vowels, so that it is the next strongest vowel of the "they" ending that comes just before the *-mi, -mü*, etc.

   However, when the "they" form comes at the end of a sentence, the *strongest vowel* frequently shifts to the *-yor-:*

   ó-ra-ya ‿gʸit-mė-kʸ ‿is-ti-yór-làr-mi? 'do they want to go there?'

The difference in meaning between Column I and Column II is the difference between a *statement* and a *question*. So we shall call the forms in Column II *question* or *interrogative* forms, and this ending (*-mi, -mü, -mı, -mu*) the *interrogative* ending.

4. *Turkish equivalents of English 'and, too, also'*

We have seen a number of forms like *si-zin-dè* 'yours, too', *siz-dè* 'you also', *i-kʸi-si-dè* 'both of them', *bir ‿rüz-gʸár-dà* 'and a wind'. If we tabulate them with others, we get:

Digitized by Google

	Column I			*Column II*	
			Group I		
i	sì-zín	*'yours'*	:	sì-zín-dè	*'yours, too'*
e	bén	*'I'*	:	bén-dè	*'I, too'*
ü	gʸún	*'[the] day'*	:	gʸún-dè	*'[the] day, too'*
ı	fàt-mà-nín	*'Fatma's'*	:	fàt-ma-nín-dà	*'Fatma's, too'*
a	kìz-lár	*'[the] girls'*	:	kiz-lár-dà	*'[the] girls, too'*
u	ò:-lúm	*'my son'*	:	ò:-lúm-dà	*'my son, too'*
o	ón	*'ten'*	:	ón-dà	*'ten, too'*
			Group II		
i	bir⌣kʸib-rít	*'a match'*	:	bir⌣kʸib-rít-tè	*'a match, too'*
e	gʸit-mékʸ	*'to go'*	:	gʸit-mékʸ-tè	*'to go, too'*
ü	sút	*'milk'*	:	sút-tè	*'milk, too'*
ö	gʸők	*'heaven'*	:	gʸők-tè	*'heaven, too'*
ı	kíş	*'winter'*	:	kíş-tà	*'winter, too'*
a	àr-kà-dáş	*'[the] friend'*	:	àr-ka-dáş-tà	*'[the] friend, too'*
u	kúş	*'[the] bird'*	:	kúş-tà	*'[the] bird, too'*

If we compare Columns I and II, Groups I and II, we see that:

1. the ending which means 'and, too, also' follows Vowel Harmony Type II;
2. the ending is *-de, -da* after bases which end in "humming" sounds, such as *-n, -r, -m;*
3. the ending is *-te, -ta* after bases which end in "non-humming" sounds, such as *-t, -kʸ, -ş;*

Note: Compare the distribution of the forms of the copula ending (*-dir, -dür*, etc.) which we have seen in Units 2 and 4.

4. the *strongest vowel* is always in the base, never in the ending.

Digitized by Google

2. Covering English and Turkish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Turkish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

Section C—Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Turkish. Check up on anything you do not know, until you are sure of everything.

3. Word Study Review (Individual Study)

Work through the following exercises. Do not write anything down. If you cannot do the work rapidly, review again the *Word Study*. Be prepared to do what is required when the Leader calls on you. Always repeat the entire expression, phrase or sentence as you work.

1. Add the proper forms of the Turkish possessive ending "*our*" to the following words:

   àl-tí
   bí-rà
   çó-cùk-lár
   év
   *he-p(i)
   is-tàs-yón
   iş
   kàh-vé
   kúş
   lʸó-kán-tà
   mi-sà:-fir-lʸér
   sût
   trén

Digitized by Google

2. Add the proper forms of the *noun plural* ending to the following words:

àk-ṣám
àr-ká-dáṣ
ì-sím
ís-tàs-yón
kàr-déṣ
kúrt
lʸó-kán-tà
ò-télʸ
ò-úl
ṣéy

3. Change the following statements into *questions:*

1. hér‿kìz gʸù-zélʸ.
2. túrkʸ-çe‿kó-nu-ṣúr-sú-nùz.
3. ṣa-ráp‿hó-ṣu-ná‿gʸí-dèr.
4. í-yí-yìz.
5. gʸö-rúr-sú-nùz.
6. bék-çi-lʸík‿ya-pár-làr.
7. bír‿ṣé-y‿án-lá-mı-yò-rúm.
8. dé-yílʸ-lʸér.
9. o-nún‿ço-cúk-la-rí‿vàr.
10. i-lʸér-dé-dír.

4. Add the proper form of the "*and, too, also*" ending to the following words:

bíz
bú-rá-dà
bú‿sá-bàh
bú‿zà:t
çò-cúk
ís-ma-í-lʸ‿í-lʸè
6
òn-lár
pá-tá-tès
tó-mún‿ká-rı-sì

4. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. *Mr. Carr meets Mr. Kaya one morning on the street. He says:*
   a. al-láh‿ra-hát-lík‿vér-sín!
   b. gʸù-n‿áy-dín, bày‿ká-yá! ná-sil-sı-nìz?

2. *Mr. Kaya answers:*
   a. gʸù-n‿áy-dín! çó-k‿í-yí-yím, te-ṣékʸ-kʸú-r‿e-dè-rím.
   b. sí-zín-dè! í-yí-yím.

Digitized by Google

3. *Mr. Carr asks him how he likes the weather, saying:*
   a. ó‿gʸü-zél^{y}‿kiz‿ho-ṣu-nu-zá‿gʸi-di-yór-mù?
   b. ya:-múr‿ho-ṣu-nu-zá‿gʸi-dı-yór-mù?
   c. bú‿ha-vá‿ho-ṣu-nu-zá‿gʸi-di-yór-mù?
4. *Mr. Kaya answers:*
   a. é-vèt! ṣim-di‿çó-k‿i-yì!
   b. é-vèt! çók‿hó-ṣu-má‿gʸi-di-yòr!
5. *Mr. Carr looks at the sky, and remarks:*
   a. gʸü-néṣ‿çók‿gʸü-zél^{y}‿pár-lı-yòr, dé-yíl^{y}-mì?
   b. si-né-ma-ya‿gʸi-dér-mí-si-niz?
6. *Mr. Kaya agrees with him, and adds:*
   a. há-yìr, gʸü-zèl^{y}‿de-yíl^{y}-l^{y}ér!
   b. é-vèt. se-rín‿bir‿rüz-gʸár-dá‿é-si-yòr.
7. *To Mr. Carr's ears comes another sign of spring weather, and he says:*
   a. kìz-lár l^{y}o-káṅ-tá-dà kó-nu-ṣú-yór-làr!
   b. kùṣ-lár a-áç-làr-dá ö-tû-yór-làr.
8. *Mr. Kaya, however, has caught signs of a change in the weather, and as he looks into the distance, he says:*
   a. fá-kàt dá-há‿ő-te-dè, né‿vàr?
   b. k^{y}ò-ṣé-dé né‿vàr?
9. *Mr. Carr looks, too, and asks:*
   a. u-fuk-tá‿bír‿ṣéy‿vár-mì?
   b. ò-fi-sím-dé íṣ‿vár-mì?
10. *Mr. Kaya answers Mr. Carr's question:*
    a. ó-rá-dà trén‿gʸí-di-yòr.
    b. u-fuk-tá‿ka-rá‿bu-lút-lár‿tóp-lá-nı-yòr.
11. *Mr. Carr sees other signs, and remarks:*
    a. ṣím-ṣék^{y}‿pa-ril-tı-la-rì vè‿ṣim-ṣék^{y}‿sés-l^{y}e-rì yák-la-ṣí-yòr.
    b. g^{y}ők^{y}‿yü-zû çók‿gʸü-zèl^{y}.
12. *Mr. Kaya, as it gets darker, adds:*
    a. é-vèt, çók‿gʸü-zél^{y}‿pár-lı-yòr!
    b. g^{y}ők^{y}‿yü-zû ká-ra-rí-yòr.
13. *Mr. Carr, as the first drops fall, cries:*
    a. yá-váṣ‿ya-váṣ‿gʸí-de-l^{y}ìm!
    b. háy-dì kò-ṣá-lím!
14. *Mr. Kaya, as more drops fall, says:*
    a. çó-k‿éy-l^{y}e-ni-yò-rúz!
    b. é-vèt. yá:-múr‿ya:-ma-á‿báṣ-lı-yòr.
15. *It begins to come down hard, and Mr. Carr says:*
    a. bú‿há-và çók‿gʸü-zèl^{y}!
    b. is-la-ní-yo-rùz!
16. *Mr. Carr, after looking around, points ahead, and says:*
    a. be-ní-m‿é-vìm ó-rá-dà.
    b. k^{y}ö-ṣe-dé‿bír‿si-ı-nák‿vàr.

Digitized by Google

17. *Mr. Kaya looks, too, and then suggests:*

a. ó-ra-yá‿kȯ́-ṣa-lìm!

b. is-là-na-lím!

18. *They take refuge there, and after a while, Mr. Carr looks out, and says:*

a. yà:-múr hȯ́-ṣu-má‿gʸi-dèr.

b. ṣim-dì, ya:-múr‿di-ní-yòr.

19. *Mr. Kaya agrees with him, looks about and notices other signs of the end of the shower:*

a. bú-lùt-lár çók‿ká-rà!

b. hák-kɪ-níz‿vàr, bu-lút-lár‿gʸé-çi-yòr, gʸü-néṣ‿gʸö-zü̇-kʸü-yòr.

20. *Mr. Carr, seeing that the weather has cleared up, says:*

a. yá:-múr‿ya:-ma-á‿báṣ-lɪ-yòr.

b. hà-vá tékʸ-rár‿gʸü̇-zèlʸ!

21. *Mr. Kaya goes his way, saying:*

a. mér-há-bà, ná-sil-sɪ-nìz?

b. ak-ṣam-la-rɪ-niz‿há-yır-lí‿ól-sùn!

c. ál-la-há‿ɪs-már-la-dìk!

22. *Mr. Carr replies, as he goes off:*

a. gʸü̇-lʸé‿gʸü̇-lʸè.

b. hák-kɪ-níz‿vàr!

Section D—Listening In

1. What Did You Say?

Give your answers in Turkish for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Turkish for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English. As a final check the Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C. 3).

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Turkish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

Digitized by Google

1. *A shower in May.*

Record 11A, after 2nd spiral.

bày◡kár—	gʸû-n◡áy-dín, bày◡ká-yá!	Gün aydın, bay Kaya!
	ná-sil-sı-nìz?	Nasılsınız?
bày◡ká-yá—	gʸû-n◡áy-dín, bày◡kár!	Gün aydın, bay Kar!
	çó-k◡i-yí-yìm, te-şékʸ-kʸú-r◡e-dè-rim!	Çok iyiyim, teşekkür ederim!
bày◡kár—	bú◡ha-vá◡ho-şu-nu-zá◡gʸi-di-yór-mù?	Bu hava hoşunuza gidiyormu?
bày◡ká-yá—	é-vèt! çók◡hó-şu-má◡gʸi-di-yòr!	Evet! Çok hoşuma gidiyor!
bày◡kár—	gʸû-néş bú◡gʸün çók◡gʸü-zèlʸ, dė-yílʸ-mì?	Güneş bu gün çok güzel, değilmi?
bày◡ká-yá—	é-vèt, çók◡gʸü-zélʸ◡pár-lı-yòr.	Evet, çok güzel parlıyor.
bày◡kár—	bú◡rüz-gʸàr ho-şu-nu-zá◡gʸi-di-yór-mù?	Bu rüzgâr hoşunuza gidiyormu?
bày◡ká-yá—	é-vèt, çók◡se-rin◡bir◡rüz-gʸár-dá◡é-si-yòr.	Evet, çok serin bir rüzgâr da esiyor.
bày◡kár—	a-aç-lar-dá◡né◡vàr?	Ağaçlarda ne var?
bày◡ká-yá—	a-aç-lar-dá◡kuş-lár◡ö-tű-yór-làr.	Ağaçlarda kuşlar ötüyorlar.
bày◡kár—	fá-kàt, dá-há◡ö-te-dè, né◡vàr?	Fakat, daha ötede, ne var?
bày◡ká-yá—	u-fuk-tá◡ka-rá◡bu-lút-lár◡tóp-lá-nı-yòr.	Ufukta kara bulutlar toplanıyor.
bày◡kár—	şim-şékʸ◡pa-ril-tı-la-rí◡gʸö-zű-kʸü-yòr.	Şimşek parıltıları gözüküyor.
bày◡ká-yá—	şim-şékʸ◡sés-lʸe-rí-dé◡yák-lá-şı-yòr.	Şimşek sesleri de yaklaşıyor.
bày◡kár—	gʸökʸ◡yű-zû ká-ra-rí-yòr.	Gök yüzü kararıyor.
bày◡ká-yá—	háy-di! kò-şá-lím!	Haydi! Koşalım!
bày◡kár—	is-la-ní-yó-rùz!	Islanıyoruz!
bày◡ká-yá—	kʸö-şe-dé◡bir◡sı-ı-nák◡vàr.	Köşede bir sığınak var.
bày◡kár—	ó-ra-yá◡kó-şa-lìm!	Oraya koşalım!
bày◡ká-yá—	bú-ra-da◡çó-k◡i-yí-yìz!	Burada çok iyiyiz!
bày◡kár—	é-vèt, fá-kàt, şim-di◡ya:-múr◡di-ní-yòr.	Evet, fakat, şimdi yağmur diniyor.

Digitized by Google

bày‿ká-yá—	hák-kı-níz‿vàr! bu-lut-lár‿rüz-gʸá-r‿i-lʸé‿gʸé-çi-yòr.	Hakkınız var! Bulutlar rüzgâr ile geçiyor.
bày‿kár—	şim-di‿ha-vá‿tékʸ-rár‿gʸü-zèlʸ.	Şimdi hava tekrar güzel.

2. *In the shelter.*

Record 11B, beginning.

à-lʸí—	mér-há-bà, mú-záf-fèr! há-và‿gʸü-zélʸ, dé-yílʸ-mì?	Merhaba, Muzaffer! Hava güzel, değilmi?
mú-zàf-fér—	mér-há-bà, á-lʸì! há-yìr! gʸü-zèlʸ‿dé-yílʸ!	Merhaba, Ali! Hayır! Güzel değil!
à-lʸí—	fá-kàt, u-fuk-tá‿şim-şékʸ‿pa-ril-tı-la-ri‿gʸü-zélʸ‿pár-lı-yòr! dé-yílʸ-mì?	Fakat, ufukta şimşek parıltıları güzel parlıyor! Değilmi?
mú-zàf-fér—	é-vèt, gʸü-zélʸ‿pár-lı-yòr, fá-kàt, ya:-múr‿gʸü-zèlʸ‿dé-yílʸ!	Evet, güzel parlıyor, fakat, yağmur güzel değil!
à-lʸí—	be-nim‿yá:-múr-dá‿ho-şu-mà‿gʸi-di-yór.	Benim yağmur da hoşuma gidiyor.
mú-zàf-fér—	ó á-lʸi-yé-mì?	O Aliyemi?
à-lʸí—	é-vèt, à-lʸí-yé.	Evet, Aliye.
	mér-há-bà, á-lʸí-yè!	Merhaba, Aliye!
à-lʸí-yé—	mér-há-bà! şim-di‿ya:-múr‿ya-váş‿ya-váş‿di-ní-yòr.	Merhaba! Şimdi yağmur yavaş yavaş diniyor.
à-lʸí—	mú-záf-fèr! kʸím‿gʸé-li-yòr?	Muzaffer! Kim geliyor?
mú-zàf-fér—	né-ré-dè?	Nerede?
à-lʸí—	kʸö-şé-dé. lʸéy-lʸá:-mì?	Köşede. Leylâmı?
mú-zàf-fér—	é-vèt, lʸèy-lʸá:!	Evet, Leylâ!
	bú‿gʸün çók‿gʸü-zélʸ‿gʸö-zü-kʸü-yòr.	Bu gün çok güzel gözüküyor.
à-lʸí-yé—	mér-há-bà, lʸéy-lʸà:!	Merhaba, Leylâ!

Digitized by Google

mú-zàf-fér—	çó-cúk-làr! kʸö-şe-dė◡bi̇r◡si-né-má◡vàr.	Çocuklar! Köşede bir sinema var.
	i̇-yí-mi̇?	İyimi?
à-lʸi̇-yé—	é-vèt, çó-k◡i̇-yi̇.	Evet, çok iyi.
	şi̇m-di◡çók◡gʸü-zélʸ◡bi̇r◡fi̇-lʸím◡vàr.	Şimdi çok güzel bir filim var.
lʸèy-lʸá:—	ó-ra-ya◡gʸit-mė-kʸ◡i̇s-ti-yór-mú-su-nùz?	Oraya gitmek istiyormusunuz?
mú-zàf-fér—	é-vèt! gʸi̇-dė-lʸím!	Evet! Gidelim!
à-lʸi̇—	háy-di̇!	Haydi!

3. *On a corner.*

bi̇r◡zá:t—	áf-fe-dèr-si-niz, is-tas-yón◡né-rė-dè?	Affedersiniz, istasyon nerede?
bá-y◡ák-yŭ-rèkʸ—	is-tas-yón◡dá-há◡ö-te-dè, kʸö-şė-dé.	İstasyon daha ötede, köşede.
zá:t—	çók◡te-şékʸ-kʸí-r◡e-dè-ri̇m! trén◡sa-át◡káç-tá◡kál-kı-yòr?	Çok teşekkür ederim! Tren saat kaçta kalkıyor?
bá-y◡ák-yŭ-rèkʸ—	sa-á-t◡o-nú◡dó-kúz◡gʸe-çė◡kál-kı-yòr.	Saat onu dokuz geçe kalkıyor.
zá:t—	te-şèkʸ-kʸür-lʸér!	Teşekkürler!
bá-y◡ák-yŭ-rèkʸ—	bi̇r◡şèy◡dė-yílʸ!	Bir şey değil!

4. *The evening out.*

hàk-kí—	né◡i̇s-ti-yòr-su-núz, çó-cúk-làr!	Ne istiyorsunuz, çocuklar!
à-lʸi̇—	bi̇z si-né-ma-yá◡gʸi̇-di-yò-rúz.	Biz sinemaya gidiyoruz.
	si̇-z◡ó-ra-ya◡gʸit-mė-kʸ◡i̇s-ti-yór-mú-su-nùz?	Siz oraya gitmek istiyormusunuz?
hàk-kí—	é-vèt. háy-di◡gʸi̇-dė-lʸím!	Evet. Haydi gidelim!
à-lʸi̇—	án-ne-niz◡be-ra:-bér◡gʸel-mė-kʸ◡i̇s-tér-mi̇?	Anneniz beraber gelmek istermi?
hàk-kí—	há-yır. o-nú-n◡ev-dė◡i̇-şi̇◡vàr.	Hayır. Onun evde işi var.
	bi-zė◡bú◡ak-şám◡mi-sá:-fir-lʸér◡gʸé-lʸi-yòr.	Bize bu akşam misafirler geliyor.

Digitized by Google

à-lʸí—	kʸim-lʸér ◡ gʸé-lʸi-yòr?	Kimler geliyor?
hàk-kí—	án-ne-mi-n ◡ ár-ka-dáş-la-rí ◡ gʸé-lʸi-yòr.	Annemin arkadaşları geliyor.
à-lʸí—	gʸü-zélʸ ◡ kız-làr-mı?	Güzel kızlarmı?
hàk-kí—	há-yìr, gʸü-zèlʸ ◡ de-yílʸ-lʸér.	Hayır, güzel değiller.
	èv-lʸí-lʸér.	Evliler.
à-lʸí—	sí-z ◡ ev-dé ◡ kal-má-k ◡ ís-ti-yór-mú-su-nùz?	Siz evde kalmak istiyormusunuz?
hàk-kí—	há-yìr!	Hayır!

5. *The boys drink.*

şûkʸ-rü-yé—	a-lʸí ◡ dá-i-ma ◡ gʸéç ◡ gʸé-lʸìr.	Ali daima geç gelir.
lʸèy-lʸá:—	şím-di ◡ né-re-dè?	Şimdi nerede?
şûkʸ-rü-yé—	lʸo-kán-tá-dà.	Lokantada.
	ó-ra-da ◡ bí-rá ◡ í-çèr.	Orada bira içer.
lʸèy-lʸá:—	bí-ra ◡ o-nún ◡ çòk ◡ ho-şu-ná ◡ gʸí-dér, dé-yílʸ-mì?	Bira onun çok hoşuna gider, değilmi?
şûkʸ-rü-yé—	é-vèt, çók.	Evet, çok.
	hak-kí-dá ◡ çó-k ◡ í-çèr.	Hakkı da çok içer.
lʸèy-lʸá:—	hák-kı-níz ◡ vàr!	Hakkınız var!
	fá-kàt, o-nún ◡ ho-şu-ná ◡ şá-ráp ◡ gʸí-dèr.	Fakat, onun hoşuna şarap gider.
şûkʸ-rü-yé—	bí-rà, şa-ráp ◡ çó-k ◡ í-yì, fá-kàt, ma-á-lʸé-sèf, bí-z ◡ év-dé ◡ ká-lı-yò-rúz!	Bira, şarap çok iyi, fakat, maalesef, biz evde kalıyoruz!

Section E—Conversation

1. Covering the Turkish in Basic Sentences (Individual Study)

Cover the Turkish of the *Basic Sentences* and practice saying the Turkish equivalents of the English expressions.

Digitized by Google

2. Vocabulary Check-Up

Give the Turkish expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter.

Work through these situations, saying in Turkish whatever fits the situation, taking parts as you have done in previous units.

1. A spring shower.
   Mr. Carr meets Mr. Kaya on the street. They exchange greetings and begin to talk about the weather, the air, the sky, the birds, etc. As they talk it begins to cloud up. They talk about the clouds, the breeze, the thunder and lightning, and so on. Mr. Carr sees a shelter, points it out and they run there. They follow the progress of the shower and when it is over, they break up and each goes his way.
2. In a store.
   Mr. Kaya enters a store and is greeted by Anmet, the clerk. He asks for cigarettes. Ahmet gives them to him. He asks the price, pays and leaves.
3. In the office.
   Osman (òs-mán) comes in and says good morning to his father, Mr. Akyurek, who returns the greeting. Mr. Akyurek introduces Osman to his friend Mr. Metin. Mr. Metin wonders whether Osman isn't a friend of his daughter Ayesha (ày-şé). Osman says that he is, and Mr. Akyurek adds that they always go to the movies together. Osman takes his leave.

Section F—Conversation (*Cont.*)

1. Conversation (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

Digitized by Google

2. Questions and Answers

First run through the *Listening In* once more. Then answer the following questions when the Guide asks you, or take turns asking them of others and answering them:

1.
1. bú‿gʸùn ha-vá‿ná-sìl?
2. báy‿ka-ya-nín‿ho-şu-ná‿gʸi̇-di-yór-mù?
3. gʸü-néş‿ná-sil‿pár-lı-yòr?
4. rüz-gʸár-da‿ná-sìl?
5. a-aç-lar-dá‿kuş-lár‿né‿yá-pı-yór-làr?
6. bú-lùt-lár né-re-dé‿tóp-lá-nı-yòr?
7. né-lʸér‿gʸö-zü̇-kʸü-yòr?
8. gʸṓkʸ‿yü̇-zù şi̇m-di‿gʸü̇-zélʸ-mì?
9. ya:-mur-dá‿is-la-ní-yór-làr-mi?
10. né-re-yé‿kó-şu-yór-làr?
11. ó-ra-da‿ná-sıl-dir-làr?
12. şi̇m-di‿ya:-múr‿né‿yá-pı-yòr?
13. bú-lùt-lár né‿i-lʸé‿gʸé-çi-yòr?
14. ha-vá‿tékʸ-rar‿ná-sìl?

2.
15. ú-fùk-tá şi̇m-şékʸ‿pa-ril-tı-la-rì ná-sil‿pár-lı-yòr?
16. a-lʸi-ni̇n‿né-dé‿hó-şu-nà‿gʸi-di-yór?
17. kʸí̇m‿gʸé-lʸi-yòr?
18. a-lʸi-yé‿né‿di̇-yòr?
19. şi̇m-di‿kʸí̇m-dé‿gʸé-lʸi-yòr?
20. ná-sil‿gʸö-zü̇-kʸü-yòr?
21. kʸö-şe-dé‿né‿vàr?
22. i̇-yí̇-mì?
23. ó-ra-da‿şi̇m-di‿né‿vàr?
24. ó-ra-ya‿gʸit-mékʸ‿i̇s-ti-yór-làr-mi?

3.
25. bá-y‿ák-yü-re-yi̇n‿tré-nì sa-át‿káç-tá‿kál-kı-yòr?

4.
26. kʸi̇m-lʸér‿si-né-ma-ya‿gʸit-mé-kʸ‿i̇s-ti-yór-làr?
27. hák-kı-ní-n‿àn-ne-si̇ be-ra:-bér‿gʸel-mé-kʸ‿i̇s-tér-mì?
28. o-nú-n‿ev-dé‿ne-sí̇‿vàr?
29. kʸi̇-mí̇-n‿ar-ka-daş-la-ri‿gʸé-lʸi-yòr?
30. òn-lár gʸü̇-zélʸ‿kız-làr-mi?
31. hàk-kí ón-lá-r‿i-lʸé‿be-rá:-bèr ev-dé‿kal-má-k‿i̇s-ti-yór-mù?

5.
32. kʸí̇m‿dá-i-ma‿gʸéç‿gʸé-lʸì̇r?
33. a-lʸi̇‿şi̇m-di‿né-ré-dè?
34. ó-ra-da‿né‿yá-pı-yòr?
35. né‿o-nún‿çók‿hó-şu-nà‿gʸi-dér?
36. kʸí̇m-dé‿çó-k‿i̇-çèr?
37. o-nún‿ho-şu-ná‿né‿gʸi̇-dèr?
38. kìz-lár né-re-dé‿ká-lı-yór-làr?

Digitized by Google

FINDER LIST

à-áç
á-àç-lár
a-áç-làr-dá

à-lʸí
à-lʸi-míz

án-nè
án-ne-miz

àr-ka-dáş
ár-ka-dà-şı-míz
ár-ka-dáş-tà

ày-şé

bù-lút
bu-lùt-lár

dà-há
da-há ŏ-te-dè

dè-yílʸ
de-yílʸ-mì?

din- . . . (aor. *-er-*)
di-ní-yòr

dör-dü-műz, etc.

dőrt
dör-dü-műz

tree
trees
in [the] trees

Ali
our Ali

mother
our mother

friend
our friend
[the] friend, too

Ayesha (girl's name)

cloud
clouds

more; further
over there (lit. further on)

not
[is] [it] not?

stop
[it] is stopping

see *dőrt*

four
the four of us (lit. our four)

Digitized by Google

én

es- . . . (aor. *-er-*)
ė-sí-yòr

fá-kàt

fì-lʸím

gʸeç- . . . (aor. *-er-*)
gʸė-çí-yòr

gʸit- . . . (aor. *-er-*)
gʸì-dė-lʸím!

*gʸők*ʸ
gʸók‿yű-zû
gʸòkʸ-lʸér

gʸör- . . . (aor. *-ür-*)
gʸö-rú-yór-su-nùz
gʸò-rûr
gʸö́-rûr-mû?

*gʸö-zük*ʸ- . . . (aor. *-ür-*)
gʸö́-zü-kʸú-yòr

gʸűn
gʸû-nű-múz
gʸûn-lʸér
gʸún-dè

most

blow (the wind)
[it] is blowing

but

film, moving picture

pass
[they] are passing

go
let's go!

heaven; sky
the sky (lit. heaven face)
heavens; skies

see
you (are) see(ing)
[he] sees
does [he] see?

come out, appear
[it] is coming out

day
our day
days
[the] day, too

Digitized by Google

gʸù-néş

sun

gʸù-zélʸ

beautiful(ly), nice(ly)

hák

right

hàk-ki-níz

your right

hák-kɪ-níz ◡ vàr

you're right (lit. there is your right)

hà-vá

weather; air

háy-dì!

come on!

íş

job

ìş-lʸér

jobs

ɪs-lan- . . . (aor. *-ɪr-*)

get wet

ɪs-la-ní-yo-rùz

we're getting wet

ɪs-là-na-lím!

let's get wet!

kà-rá

black

ka-rar- . . . (aor. *-ɪr-*)

darken, get dark

kà-ra-rí-yòr

[it] is getting dark

kàr-déş

brother

kár-dè-şi-miz

our brother

kà-rí

wife

kà-ri-míz

our wife

kíz

daughter

kì-zi-míz

our daughter

Digitized by Google

koṣ- . . . (aor. *-ar-*)
kò-ṣá-lím!

kúṣ
kùṣ-lár
kúṣ-tà

kᵛìb-rít
kᵛíb-rì-ti-miz
bír‿kᵛíb-rít-tè

kᵛò-ṣé
kᵛò-ṣé-dé

né
né‿vàr?

né-rè-yè?

ó
òn-lár

ón
ón-dà
ò-nú-múz

ó-rà-dà

ó-rà-yà

òs-mán

ón

run
let's run!

bird
birds
[the] bird, too

match
our match
a match, too

corner
on [the] corner

what
What [is] there?

where? (lit. whither?)

he (she, it, that)
they

ten
ten, too
the ten of us

there

there (lit. thither)

Osman (boy's name)

front

Digitized by Google

öt- . . . (aor. *-er-*)
ö-tű-yór-làr

ò́-té
ò́-té-dé
dá-há◡ò́-te-dè

pà-rá
pà-rá-míz

pá-rìl-tí
pa-rìl-ti-lár
pa-rìl-ti-la-rí
ṣím-ṣékʸ◡pa-ril-tı-la-rì

par-la- . . .
pár-lí-yòr

rüz-gʸár
rűz-gʸàr-lár
se-rín◡bir◡rűz-gʸár-dà

sè-rín

sés
sès-lʸér
sès-lʸé-rí
ṣím-ṣékʸ◡sés-lʸe-rì

sì-i-nák

ṣà-ráp
ṣá-ráp-mì?

sing (birds)
they are singing

yonder, other side
on; beyond, on the other side
over there (lit. further on)

money
our money

flash
flashes
its flashes
lightning

shine
[it] is shining

breeze
breezes
and a cool breeze

cool

noise; voice
noises
its noises
thunder

shelter

wine
([is] [it]) wine?

Digitized by Google

ṣìm-ṣékʸ
ṣim-ṣékʸ‿pa-ril-tı-la-rì
ṣim-ṣékʸ‿sės-lʸe-rì

tékʸ-ràr

top-lan- . . . (aor. *-ır-*)
tọ́p-la-ní-yòr

ù-fúk
ù-fùk-tá
ùf-kù-múz

ya:- . . . (aor. *-ar-*)
yà:-má-á
ya:-múr‿yá:-ma-á‿báṣ-lı-yòr

yak-laṣ- . . . (aor. *-ır-*)
yák-la-ṣí-yòr

yà:-múr
ya:-múr‿yá:-ma-á‿báṣ-lı-yòr

yap- . . . (aor. *-ar-*)
né‿yá-pa-lìm?

yűz
yû-zû
gʸóʸ‿yű-zû

thunder and lightning
lightning
thunder

again

gather
[they] are gathering

horizon
on [the] horizon
our horizon

fall (rain, snow, etc.)
to fall
[it]'s beginning to rain

approach
[they] are approaching

rain
[it]'s starting to rain

do
what are we to do?

face
it's face
the sky (lit. heaven's face)

Digitized by Google

UNIT 6

REVIEW

To the Group Leader: This unit is intended to furnish the group with a review of the work done to date: understanding of the stock of words, and of the ways of using them covered in the *Word Study.* Pronunciation should be noticed whenever the students are talking. Either the Guide or, if there is no Guide, the Leader and other students should correct faulty pronunciation.

This unit contains a number of tests which will help you make sure that you have thoroughly covered the work of the first five units of the course. They will show you what you need to restudy or review.

Section A—Word Study Review

To the Group Leader: Section A is a *Word Study* review in which are provided sets of exercises drilling on everything covered in the *Word Study* sections of Units 2 through 5. Follow the instructions carefully. These exercises may be prepared outside class hours, or individually in class. Nothing is to be written in the books. When the material has been thoroughly studied, skip around the class asking individuals to do what is required in the particular exercise.

In this section a number of drill exercises are given to test whether you have learned the uses of words and endings outlined in Units 2 through 5. Work through these exercises carefully. Follow the instructions exactly reading the completed forms and sentences aloud. Do not write anything in your books, but be prepared to give the completed forms and sentences, when the Leader calls on you.

I. *Answer in Turkish* (Ex.: dö́rt‿dőrt‿dȧ-hà sė-kʸí-zė-dèr.):

1. bi̍-r‿i-kʸí‿dȧ-hà ká-çė-dèr?
2. i-kʸi̍‿ű́ç‿dȧ-hà ká-çė-dèr?
3. ű́ç‿dőrt‿dȧ-hà ká-çė-dèr?
4. dö́rt‿béṣ‿dȧ-hà ká-çė-dèr?
5. bė-ṣ‿ű́ç‿dȧ-hà ká-çė-dèr?

Digitized by Google

6. al-ti‿bír‿dá-hà ká-çé-dèr?
7. se-kʸíz‿bír‿dá-hà ká-çé-dèr?
8. do-kúz‿bír‿dá-hà ká-çé-dèr?
9. i-kʸí‿dőrt‿dá-hà ká-çé-dèr?
10. üç‿béş‿dá-hà ká-çé-dèr?

II. *Fill in the blanks with the proper forms of the copula endings:*

-dir, -dür, -dır, -dur
-tir, -tür, -tır, -tur *'is, are'*

1. bú‿kʸíb-rìt bé-ním – – ≐ –.
2. bú ká-rím – – ≐ –.
3. bú şa-ráp-mi-dìr sú-mú – – ≐ –?
4. bú dőr-dü-mü-zún – – ≐ –.
5. ís-tàs-yón né-re-dè – – ≐ –?
6. bùn-lár çó-k‿i-yí‿ár-ka-dàş – – ≐ –.
7. bú çók‿ká-ra‿bír‿bu-lùt – – ≐ –.
8. bùn-lár kʸíb-rít – – ≐ –.
9. bú‿bú-lùt çók‿ká-rá – – ≐ –.
10. çók-mú-dùr? é-vèt! çók – – ≐ –.
11. bú çók‿gʸü-zélʸ‿bí-r‿ét – – ≐ –.
12. káç-tìr? dőrt – – ≐ –.

III. *Fill in the blanks with the proper forms of the possessive endings:*

-(i)m, -(ü)m, -(ı)m, -(u)m *'my'*
-(i)-miz, -(ü)-müz, -(ı)mız, -(u)-muz *'our'*
-(i)-niz, -(ü)-nüz, -(ı)-nız, -(u)-nuz *'your'*

1. bé-ním‿ki-z ≐ – çók‿gʸü-zélʸ-dìr.
2. sí-zín‿ço-cúk-la-r – – – ≐ – çó-k‿i-yí-dìr-lʸèr.
3. bú‿gʸü-zélʸ‿kìz çók‿hó-ş – – – á‿gʸí-di-yòr!
4. bíz év-lʸí-yìz. ço-cúk-la-r – – – ≐ – ‿vàr.
5. sí-zí-n‿é-v – – – ≐ – – ná-sìl-dìr?
6. kà-ri – – ≐ – – şím-di‿ná-sìl?
7. bè-ním káç‿ta:-né‿é-v ≐ – – ‿vàr?

IV. *Fill in the blanks with the proper forms of the possessive and possessor endings.*

-(s)i, -(s)ü, -(s)ı, -(s)u *'his, her, its, their'*
-(n)in, -(n)ün, -(n)ın, -(n)un *possessor* (-'s, -s')

1. báy‿ká-ya – – ≐ – ‿ká-rı – – ≐
be-ním‿kíz‿kár-de-şím-dír.
2. ó:-lu-m ≐ – – ‿ís-m ≐ mu-záf-fér-dìr.
3. bú‿kʸíb-rìt kʸí-m ≐ – – dìr? bé-ním-dìr.
4. ó bá-y‿ak-yü-re-y ≐ – ‿né – – ≐ – dìr?
ó o – – ≐ – – ‿ó:-l ≐ – dùr.
5. òn-lá-r ≐ – káç‿pa-ra – – ≐ ‿vàr? í-kʸí‿ku-ru-ş ≐ ‿vàr.
6. on-la-r ≐ – ‿ki-z – – – ≐ – – ‿is-m ≐ lʸéy-lʸá:-dìr.
7. kar-de-şi-m ≐ – ‿ká-rı – – – – – ≐ – – ‿ís-m ≐ şükʸ-rü-yé-dír.
8. bú kʸí-m ≐ – – dìr? kár-de-şi-m ≐ – – dìr.

Digitized by Google

9. báy‿ká-r≐–‿ço-cúk-la-r≐ çók‿gʸü-zélʸ-dìr.
10. o––≐––‿én‿gʸü-zélʸ‿kı-z≐ bú-dùr.

V. *Fill in the blanks with the correct forms of the personal endings:*

-(y)im, -(y)üm, -(y)ım, -(y)um	*'I'*
-0 ("zero")	*'he, she, it'*
-(y)iz, -(y)üz, -(y)ız, -(y)uz	*'we'*
-si-niz, -sü-nüz, -sı-nız, -su-nuz	*'you'*
-lʸer, -lar	*'they'*

1. bíz ço-k‿i-yi‿ar-ka-dà-ş≐–!
2. bá-y‿ák-yű-rèkʸ kʸá:-tip-lʸíkʸ‿yá-pàr——.
3. kùş-lár a-aç-lar-dá‿ö-tű-yór––≐–.
4. ço-cuk-la-rı-niz‿ná-sìl? çó-k‿i-yì-dir––≐–.
5. síz‿ná-sil––––––≐–? çó-k‿i-yì––≐–, te-şékʸ-kʸű-r‿e-dè-r≐–.
6. síz bú-ra-da‿né‿yá-pı-yòr––––––≐–?
7. kʸí-m‿ò? bé-n≐–!

VI. *Fill in the blanks with the correct form of the verb in parentheses with the momentary or the aorist endings, as the case may be:*

-r	*aorist*
-er, -ar	*aorist*
-ir, -ür, -ır, -ur	*aorist*
-i-yor-, -ü-yor-, -ı-yor-, -u-yor-	*momentary*

1. sí-né-mà hé-r‿ák-şàm sa-át‿káç-tá‿—— (baş-la- . . .)?
2. síz dá-í-mà yá-váş‿ya-váş‿—— (ko-nuş- . . .).
3. bíz hér‿gʸùn ó-ra-yá‿—— (gʸit- . . .).
4. şím-dì síz né‿—— (yap- . . .)?
5. gʸű-zélʸ‿bír‿kùş bú‿sá-bàh —— (öt- . . .
6. ço-cùk-lár hér‿sá-bàh ço-k‿er-kʸén—— (kalk- . . .).
7. gʸű-zélʸ‿kiz-làr hó-şu-nu-zá‿—— (gʸit- . . .).
8. ká-rá‿bu-lút-làr u-fuk-tá‿—— (top-lan- . . .).
9. bú‿ák-şàm çók‿se-rín‿bír‿rüz-gʸá-r‿. . . . (es- . . .).
10. tűrkʸ-çé‿ko-núş-màk şím-di‿ho-şu-nu-zá‿——-mù? (gʸit- . . .).

VII. *Fill in the blanks with the correct forms of the interrogative ending:*

-mi, -mü, -mı, -mu

1. bú í-yí––≐–dìr?
2. vár-mì? yók––≐?
3. ki-zı-nı-zín––≐–dìr?
4. káç? í-kʸí-mì? dórt––≐?

Digitized by Google

VIII. *Fill in the blanks with the correct forms of the endings 'and, too, also':*

-de, da
-te, -ta

1. bén−−≐.
2. ó−−≐.
3. bú-ra-dà−−≐.
4. ár-ka-dáş−−≐.
5. bir‿kʸib-rít−−≐.
6. báy‿kúrt−−≐.

Section B—Conversation

To the Group Leader: Assign parts and have the students work through the outlined conversations. When everyone has had a chance to take part, encourage the students to branch out and start conversations on related topics.

Here are a number of outlined conversations. Take parts and work through them. When you can do these well, go on to freer discussion of similar things, using as much of the content of previous lessons as possible. Ask questions in Turkish and answer them.

1. Student meets teacher.

The student, Mr. Jones, meets his teacher, Mr. Carr, on the street, and says good morning (in Turkish). Mr. Carr returns the greeting. They ask about each other's health, talk about the weather. Mr. Carr points out that a shower is coming up. Mr. Jones looks blank and starts to talk English. Mr. Carr asks him to talk Turkish and Mr. Jones tries asking Mr. Carr to please speak slowly. Mr. Carr repeats his remarks on the rain. Mr. Jones now understands and suggests that they run to a shelter.

2. Father and son in a restaurant.

Mr. Akyurek and his son, Osman, enter a restaurant and take a table. The waiter, Ahmet, greets them and takes their order. They order, discuss the drink, ask for cigarettes and matches, ask for the check, pay and leave.

3. Osman and Ayesha in a movie.

Osman asks Ayesha if she likes the film. She says she does. They see Ali and Aliye, go over to them, greet them, talk about the movie, make plans for afterward. They go to a restaurant and order beer.

4. Looking for a job.

Mr. Kurt enters the building, asks the janitor where to find Mr. Carr's office. The janitor tells him and he thanks him. He enters the office, and asks

Digitized by Google

the secretary whether Mr. Carr is in. She says he is and sends Mr. Kurt in. He and Mr. Carr exchange greetings. Mr. Kurt explains his business. Mr. Carr says he needs a cashier (or secretary, etc.) and asks him to begin work. Mr. Kurt thanks him and takes his leave.

5. A party.

Mr. and Mrs. Carr's guests arrive with their children. They exchange greetings. The Carrs ask their guests in. They inquire about each other's health, that of the children. They send the children off. The women discuss the children and their friendships. The men smoke and drink (beer or wine). The women have coffee. They discuss their likes and dislikes in matters of drinks. They discuss Ali who hasn't yet arrived and his whereabouts. When Ali arrives they send him off to find the other children. Later they talk about the late hour, and making their excuses, they break up.

Section C—Listening In (Questions)

To the Group Leader: Following are sets of questions on short conversations which are to be read by the Guide or the phonograph records. Have the Guide read (or play on the record) each conversation through twice. Then have the students read and answer the questions listed below for the particular conversation. Insist on complete answers. You will find the correct answers in the Guide's Manual.

Listen to the Guide or to the phonograph record as each one of the conversations is read. It will be repeated twice, so listen carefully the second time for anything you didn't catch the first time through. Then be prepared to answer in Turkish, on the particular conversation, the questions listed below. If you cannot do this without hesitation you need to review the previous *Listening In's*.

1. *Mr. Kaya and Mr. Metin go to a restaurant.*

Record 12A, beginning.

1. bày‿ká-yá ná-sìl?
2. báy‿ká-ya-nín‿ká-rı-sì vé‿ço-cùk-lá-rí ná-sıl-dir-làr?
3. bày‿mé-tin né‿yap-má-k‿ís-ti-yòr?
4. né-re-dé‿i-yi‿bir‿lʸo-kàn-tá‿vár?
5. né-re-yé‿gʸi-de-lʸìm?

Digitized by Google

6. ná-sil‿gʸi-de-lʸìm?
7. bày‿ká-yá vé‿bày‿mé-tín né‿yé-me-kʸ‿is-ti-yór-làr?
8. bày‿mé-tín né‿iç-mé-kʸ‿is-ti-yòr?
9. kʸím‿bi-ra‿iç-mé-kʸ‿is-ti-yòr?

2. *Going to visit a friend.*

Record 12A, after 1st spiral.

1. ó-tèlʸ-dé kʸi-mí-n‿ar-ka-da-şi‿vàr?
2. hak-kı-ni-n‿ár-ka-dá-şı-ní-n‿is-mì né-dìr?
3. bá-y‿ák-yü-rèkʸ né‿iş‿yá-pàr?
4. hák-kı-ní-n‿ó-fi-sin-dè-mi?
5. hàk-kí ó-ra-da‿çók‿kal-má-k‿is-ti-yór-mù?

3. *Going to a movie.*

Record 12A, after 2nd spiral.

1. bú‿ák-şàm né-re-yé‿gʸi-di-yór-làr?
2. kʸi-mí-n‿i-lʸè?
3. kʸi-mín‿kiz‿kar-de-şi-ni-n‿is-mì lʸéy-lʸá:-dìr?
4. lʸey-lʸá:‿gʸü-zélʸ-mı?
5. ná-sil-dìr?

4. *Going to a party.*

Record 12A, after 3rd spiral.

1. bú‿ák-şàm né‿vàr?
2. kʸím‿gʸé-lʸi-yòr?
3. kàç-tá?

5. *Guests.*

Record 12A, after 4th spiral.

1. kʸim-lʸér‿gʸé-lʸi-yòr?
2. né‿vakit‿gʸé-lʸi-yór-làr?
3. bày‿ká-yá ná-sìl?
4. bá-y‿ká-ya-ní-n‿ár-ka-dá-şì né‿va-kit‿gʸé-lʸi-yòr?
5. bày‿ká-yá né‿iç-mé-kʸ‿is-ti-yòr?

Digitized by Google

6. *Getting up early.*

Record 12B, beginning.

1. à-lʸí ó‿sá-bàh né‿yap-má-k‿is-ti-yòr?
2. kʸí-mín‿ka-rɪ-si‿gʸé-lʸi-yòr?
3. sá-àt‿káç-tá?
4. ṣím-dì sá-àt‿káç?
5. né‿yá-pa-lìm?
6. né‿vàr?
7. né‿yá-ɪ-yòr?
8. ṣím-di‿né‿yá-pàr?
9. né ɪ́-lʸèr-dé?
10. né‿gʸé-lʸi-yòr?
11. áh-me-dín‿ká-rɪ-sì ó-ra-dà-mí?

7. *The family goes out.*

Record 12B, after 1st spiral.

1. çó-cùk-lár né‿va-kɪ́t‿gʸí-di-yór-làr?
2. kʸím-dé‿gʸí-di-yòr?
3. os-mán‿gʸit-mé-kʸ‿ís-ti-yór-mù?
4. o-núṇ‿né-sí‿vàr?
5. òn-lár né‿i-lʸé‿gʸí-di-yór-làr?

8. *Hakki gets a job.*

Record 12B, after 2nd spiral.

1. hak-ki‿né‿á-rɪ-yòr?
2. o-nú-n‿ís-mí‿nè?
3. né‿yá-pàr?
4. báy‿me-ti-nín‿vèz-ne-da-ri‿vár-mì?
5. hak-ki‿ṣím-di‿baṣ-la-má-k‿ís-tér-mí?
6. ó‿o-fis-tè hér‿gʸùn ɪ́-ṣ‿er-kʸén-mí‿báṣ-làr?
7. kàç-tá?

9. *Tom Carr leaves town.*

Record 12B, after 3rd spiral.

1. tóm tűrkʸ-çe‿án-lɪ-yór-mù?
2. ah-mét‿ṣím-di‿ná-sil‿kó-nu-ṣu-yòr?
3. is-tas-yón‿né-ré-dè?
4. sa-át‿káç-tá‿trèn‿vár?
5. tóm ṣím-di‿án-lɪ-yór-mù?

Digitized by Google

10. *At the station.*

Record 12B, after 4th spiral.

1. şim-di‿sa-át‿kàç?
2. né-re-dé‿bir‿lʸo-kàn-ta‿vár?
3. lʸo-kán-tá-dà tóm‿né‿is-ti-yòr?
4. ó‿sa-át-tè ye-mékʸ‿ve-rí-yòr-làr-mi?
5. sa-át‿káç-tá‿báş-lı-yòr-làr?

Section D—True-False

Record 13A and 13B.

To the Group Leader: Section D is a true-false quiz which is to be read to the group by the Guide or the phonograph records. Each student is to write the numbers from 1 to 40 on a sheet of paper. After hearing each statement in Turkish, the students are to mark T opposite the number of that statement if they consider it a true statement, and F if they consider it false. If the students understand the Turkish they will have no difficulty in deciding whether or not the statements are true or false.

Use the first item in the quiz as a practice item. When you are ready to start, announce "Statement 1," and give the signal to the Guide to begin, or put on the phonograph record. The Guide or the record will then read the Turkish statement:

"bú‿báy-làr bá-yàn‿mé-tín vé‿ba-yán‿ká-yá-dìr,"

and will repeat the statement once more. Explain to the group that, since the meaning of this statement is:

"These gentlemen are Mrs. Metin and Mrs. Kaya,"

they should write F after the figure 1 on their papers. Then announce "Statement 2" and continue with the Guide or phonograph record. Each statement in Turkish is to be presented twice. When working with a Guide, continue to call the number of each statement throughout the quiz so that the students will have no trouble keeping the proper place. Take the quiz with the rest of the group.

In the back of the Guide's manual you will find a list giving the correct answers (T or F) for the Turkish items, together with the English translations. After the quiz is over, read to the group the correct answers, T or F for each item. The students are to check their papers. Find the average number of correct answers per student for your group and include your own answers. Any student who gets less than the average number of answers or less than 80% (whichever is higher) correct, needs more thorough study and review of the preceding units.

Digitized by Google

Use the rest of the period to repeat the Turkish expressions for which students had the wrong answer and read the English equivalents of these statements if they wish to have them. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their vocabulary is weak and needs further study.

Section D is a true-false quiz. After you have marked the numbers 1 to 40 on a sheet of paper, your Leader will have the Guide read, or will play the phonograph records containing a number of statements in Turkish. As you hear each sentence, decide whether the statement it makes is true or false. Decide whether the statement is *usually* true or *usually* false. Do not go into particular cases. If you think the statement is true, mark *T* opposite the number corresponding to the number of the sentence that has just been spoken. If you think it is false, mark *F* opposite the number. The first item will be a practice item and will show you just how you are to proceed with the rest of the sentences.

After you have done this work, the Leader will go through your answers with you as a group, and will tell you which statements are true and which are false. Score your paper, counting one for each correct answer. The Leader will figure out the average score for your group. If your score falls below the average of the group as a whole, you need more study and review of the previous units.

Use the rest of the period to go over the sentences again with your Guide or records. For each item on which you are wrong, be sure that you understand why you are wrong, and what the true meaning of the item is.

If you come out well on this quiz, that indicates that you have a pretty good understanding of the word stock you have covered to date.

Digitized by Google

PART TWO

UNIT 7

GETTING A ROOM

From this unit on, you will find certain comments on the *Conventional Turkish Spelling* in the *Hints on Spelling*.

You will notice also that from this unit on, in the *Aids to Listening*, the hyphens are no longer used to divide words into syllables.

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, then do the *Hints on Pronunciation;* go once through the *Basic Sentences* individually, and then read the *Hints on Spelling*. The last time through individually, notice also the *Conventional Turkish Spelling*.

1. Basic Sentences

Tom Carr finds a hotel and takes a room.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL TURKISH SPELLING
	Tom Carr	
Record 14A, beginning.		
in this town	bù‿şehırdé.	bu şehirde
Is there a good hotel in this town?	bú‿şehírdè iyi‿bir‿otél^{y}‿vármì?	Bu şehirde iyi bir otel varmı?
	Mr. Metin	
[*a*] *little*	áz.	az
Yes, there is. It's up ahead a little.	évèt, vár. àz‿il^{y}érdé.	Evet, var. Az ilerde.

Digitized by Google

hotel-keeper		otelci
are you [he]?	sízmísiníz?	sizmisiniz?
Are you the manager?	otelʸcí‿sízmísiníz?	Otelci sizmisiniz?
	Manager	
I am	bénìm.	benim
Yes, I am.	évèt, bénìm.	Evet, benim.
pleasantly	hóş.	hoş
you've come	gʸèlʸdíníz.	geldiniz
Welcome!	hóş‿gʸèlʸdíníz!	Hoş geldiniz!
	Tom Carr	
pleasant	hóş.	hoş
we've found [it]	bùldúk.	bulduk
Thank you!	hóş‿búldùk!	Hoş bulduk.
	Manager	
a room?	bír‿ódámì?	bir odamı?
Do you want a room?	bír‿odámi‿árzù‿ediyórsunuz?	Bir odamı arzu ediyorsunuz?
	Tom Carr	
(for) myself	bènímı.	benim
and for my wife	vè‿kárím‿íçìn.	ve karım için
Yes, I want a room for myself and my wife.	évèt, bèním vè‿kárím‿í-çìn bír‿ódá‿istiyórúm.	Evet, benim ve karım için bir oda istiyorum.

Digitized by Google

she	ó.	o
later	sónrà.	sonra
[she] will come	gʸèlʸécékʸ.	gelecek
She'll be here later.	ó‿sónrà‿gʸélʸecèkʸ.	O sonra gelecek.
	Manager	
of [the] hotel	ótèlʸín.	otelin
on its second floor	ikʸínci‿kátındà.	ikinci katında
We have a very nice room on the second floor of the hotel.	otelʸín‿ikʸínci‿kátındà çók‿gʸüzélʸ‿bír‿ódamız‿vàr.	Otelin ikinci katında çok güzel bir odamız var.
	Tom Carr	

Record 14B, beginning.

its (daily) rate	gʸündélʸiyí.	gündeliği
How much is it a day?	gʸündelʸiyi‿káç‿párà?	Gündeliği kaç para?
	Manager	
just	yálnìz.	yalnız
Just three lira.	yálnız‿úç‿lʸìrà.	Yalnız üç lira.
in (lit. with) [the] elevator	asánsórlʸè.	asansörle
let's go up!	çìkálím!	çıkalım!
Let's go up in the elevator, please!	búyrùn asánsórlʸé‿çikalìm!	Buyrun asansörle çıkalım!
Do you like it?	hoşunuzá‿gʸídiyórmù?	Hoşunuza gidiyormu?
	Tom Carr	
Yes, it's very nice!	évèt, çók‿gʸüzèlʸ!	Evet, çok güzel!

Digitized by Google

at [the] hotel?		oteldemi?
you will eat		yemek yiyeceksiniz
Will you eat at the hotel?	otelʸdémi‿yemékʸ‿yiyecèkʸsiniz?	Oteldemi yemek yiyeceksiniz?
We have a good restaurant.	iyi‿birˌlʸokántamiz‿vàr.	İyi bir lokantamız var.
	Tom Carr	
first (lit. still before) (that)	dáhá‿évvèlʸ.	daha evvel
to wash (oneself)	yikànmák.	yıkanmak
[and] to shave	tráş‿ólmàk.	traş olmak
Yes, but I want to wash and shave first.	évèt, fákàt dáhá‿evvélʸ‿yıkánmàk, tráş‿olmák‿istiyòrùm.	Evet, fakat daha evvel yıkanmak, traş olmak istiyorum.
	Manager	
sir	éfèndim.	efendim
Very well, sir!	pékʸ‿iyi, éfèndim!	Pek iyi, efendim!
dinner (lit. the evening meal)	ákşám‿yémeyi.	akşam yemeği
and (lit. with)	ilʸé.	ile
[it] is between (lit. on its interval)	árasindádir.	arasındadır
Dinner is between six and nine o'clock.	ákşám‿yémeyi saát‿alti‿ilʸé‿dókúz‿árasindàdir.	Akşam yemeği saat altı ile dokuz arasındadır.
else (lit. other)	bàşká.	başka
Do you want anything else?	başká‿bir‿şéy‿istiyórmúsunùz?	Başka bir şey istiyormusunuz?

Digitized by Google

Tom Carr

towel	hàvlú.	havlu
Yes, a towel.	évèt, bir‿hávlú.	Evet, bir havlu.

Manager

[*the*] *servant*	hizmétçi.	hizmetçi
[*she*] *probably forgot* [*it*]	únùtmúş.	unutmuş
Sorry! The servant probably forgot it.	áffedèrsiniz! hizmétçi‿unútmúş.	Affedersiniz! Hizmetçi unutmuş.

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

We have seen many instances of the sound which we have represented with the letter *lʸ*, and we have described this sound as similar to the *li* of million. This description is, of course, only approximate. Turkish *lʸ* is much lighter and more liquid sounding than English *l*. In English *l* the tongue is hollowed out like the bowl of a spoon, and the tip of the tongue is up. In Turkish *lʸ* the tongue is arched like the back of a spoon, and the tip of the tongue is down behind the lower teeth. If we compare English *el* (the name of the letter *l*) with Turkish *élʸ* (el) 'hand,' we can hear the difference quite clearly:

PRACTICE 1 **Record 15A, beginning.**

(ENGLISH)	*(TURKISH)*
"el"	élʸ
"el"	élʸ
"el"	élʸ

Listen carefully to the guide or the phonograph record for this difference and try to imitate it. Then practice the following words which contain *lʸ*:

Digitized by Google

PRACTICE 2 **Record 15A, after 1st spiral.**

gʸûzélʸ.	güzel	(*beautiful*)
òtélʸ.	otel	(*hotel*)
dáhá‿ėvvèlʸ.	daha evvel	(*first*)
dèyílʸ.	değil	([*it is*] *not*)
ìsmáílʸ.	İsmail	(*Ishmael*)

PRACTICE 3 **Record 15A, after 2nd spiral.**

gʸèlʸír.	gelir	(*comes*)
ilʸé.	ile	(*with*)
gʸündélʸík.	gündelik	(*daily rate*)
gʸülʸé‿gʸülʸè.	güle güle	(*good-bye*)
maálʸésèf.	maalesef	(*unfortunately*)
àlʸí.	Ali	(*Ali*)
èvlʸí.	evli	(*married*)
ėylʸénin.	eğlenin	(*enjoy yourself*)

PRACTICE 4 **Record 15A, after 3rd spiral.**

lʸèylʸá:.	Leylâ	(*Leyla*)
lʸírà.	lira	(*lira*)
lʸókántà.	lokanta	(*restaurant*)
lʸútfèn.	lûtfen	(*please*)

Before you go through the *Basic Sentences* a third time, read the following:

3. Hints on Spelling

From this unit on, we shall comment on the third column of *Conventional Turkish Spelling*, that is, the usual Turkish spelling which you will find in newspapers and magazines, in books and on signs. You will

Digitized by Google

not find many differences between the regularized spelling (*Aids to Listening*) in Column II and the *Conventional Turkish Spelling* in Column III. We note below the differences found in this unit:

AIDS TO LISTENING		*CONVENTIONAL SPELLING*
l^{y}	:	**l**
l^{y}i	:	li
l^{y}e	:	le
lyü	:	lü
l^{y}a:	:	lâ
l^{y}o	:	lo
l^{y}u	:	lû
il^{y}	:	il
el^{y}	:	el
ül^{y}	:	ül

Examples:

l^{y}íràa	:	lira
g^{y}èl^{y}écék^{y}	:	gelecek
g^{y}úl^{y}ünùz!	:	gülünüz!
l^{y}èyl^{y}á:	:	Leylâ
l^{y}ókántà	:	lokanta
l^{y}útfèn	:	lûtfen
dèyíl^{y}	:	değil
òtél^{y}	:	otel
g^{y}ül^{y}- . . .	:	gül- . . .
k^{y}	:	**k**
k^{y}i	:	ki
k^{y}ü	:	kü

AIDS TO LISTENING		*CONVENTIONAL SPELLING*
k^{y}ö	:	kö
ek^{y}	:	ek
ürk^{y}	:	ürk
ök^{y}	:	ök

Examples:

ík^{y}ìncí	:	ikinci
g^{y}özük^{y}úyòr	:	gözüküyor
k^{y}òşé	:	köşe
pék^{y}	:	pek
tűrk^{y}çè	:	türkçe
g^{y}ók^{y}	:	gök
g^{y}	:	**g**
g^{y}i	:	gi
g^{y}e	:	ge
g^{y}ü	:	gü
g^{y}ö	:	gö
g^{y}a	:	gâ

Examples:

g^{y}ídíyòr	:	gidiyor
g^{y}éç		geç
g^{y}úl^{y}ünùz!	:	gülünüz!

Digitized by Google

gʸözükʸúyòr	:	gözüküyor
rûzgʸár	:	rüzgâr
: (length)	:	**zero**
a:	:	a

Example:

bérà:bér	:	beraber
: (length)	:	**ğ**
a:	:	ağ

Example:

sá:	:	sağ
zero	:	**ğ**
zero	:	ğ

We shall continue to note these differences in the next few units, until we have examples of all of them. We have seen above that *kʸ* frequently corresponds to simple *k* in the conventional spelling, *lʸ* to simple *l*, and so on. We shall summarize all these correspondences in Unit 10 and give the rules for them. In Unit 11 we shall point out the defects of the *Conventional Spelling* and shall present our *Standardized Conventional Spelling* in which we remedy these defects. Then from Unit 13 on we shall use only this standardized spelling.

Examples:

yàár	:	yağar
çócúùm	:	çocuğum
y	:	**ğ**
ey	:	eğ

Example:

éylʸénìn	:	eğlenin
iyi	:	iği

Example:

gʸùndėliyi	:	gündeliği
eyi	:	eği

Example:

dèyílʸ	:	değil

In the *Aids to Listening* of this unit, we no longer use the hyphen to divide words into *syllables*. By now the simple rules for dividing words into syllables should be apparent. They apply not only to the pronunciation of spoken words, but also to the breaking of words at the end of the line in the *Conventional Turkish Spelling*. Only *one* consonant goes with the following vowel. The others, one or more, remain with the preceding vowel.

Examples:

türk-çe, lût-fen, pa-ra

Section B—Word Study and Review of Basic Sentences

1. Word Study (Individual Study)

1. Turkish equivalents of English "at, in, on"

In this and previous units we have seen forms like *búŕàdà* (burada) 'here', *sà:dá* (sağda) 'on the right', *kàçtá* (kaçta) 'at what time?'. Tabulating similar forms, we get:

Digitized by Google

	Column I				Column II		
				Group I			
i	biz	biz	*'we'*	:	bìzdé	bizde	*'at our house (lit. at us)'*
e	év	ev	*'house'*	:	èvdé	evde	*'at home'*
ü	sût	süt	*'milk'*	:	sùtté	sütte	*'in [the] milk'*
ö	g^yök^y	gök	*'heaven'*	:	g^yòk^{y}té	gökte	*'in [the] heaven(s)'*
				Group II			
ı	tòplánt	toplantı	*'gathering'*	:	tòplàntıdá	toplantıda	*'at [the] gathering'*
a	òdá	oda	*'room'*	:	òdádá	odada	*'in [the] room'*
u	ùfúk	ufuk	*'horizon'*	:	úfùktá	ufukta	*'on [the] horizon'*
o	sól	sol	*'left'*	:	sòldá	solda	*'on [the] left'*

If we compare the forms in Column I with those in Column II, and the Column II forms in Group I with those in Group II, we see that:

1. the part of the forms in Column II which means 'at, in, on' is the ending *-de, -da, -te, -ta;* this ending follows Vowel Harmony Type II;
2. the forms *-de, -da* are used after humming sounds such as *z, v, i, a, l;*
3. *-te, -ta* is used after other sounds ("non-humming") such as *t, k^y, k;*
4. we notice also that the *strongest vowel* in a word with this ending is the vowel of the ending itself, if the strongest vowel in the base (Column I) is the last one (tòplánt*í* : tòplántıdá); otherwise the vowel of the ending is next strongest (tűrkçè : tűrkçèdè).

Note: This is sometimes the only difference in form between bases with this ending and those with the ending which means 'and, too, also', when the strong vowel is the strongest vowel in the base before the ending. Compare:

bízdè bizde 'we too' : bìzdé bizde 'at our house'.

Here are other forms with this ending which we have met in Units 1-7:

búrádà	burada	*'here'*
nérédè?	nerede?	*'where?'*
sà:dá	sağda	*'on [the] right'*

Digitized by Google

sòldá	solda	*'on [the] left'*
ilʸèrdé (ilʸèridé)	ilerde (ileride)	*'on ahead, up ahead'*
tűrkʸçédè	türkçede	*'in Turkish'*
kàçtá?	kaçta?	*'at what time?'*
búçùktá	buçukta	*'at the half (hour)'*
yèdidé	yedide	*'at seven (o'clock)'*
ofisimizdé	ofisimizde	*'in our office'*
évimdé	evimde	*'at my house'*
ófisté	ofiste	*'in [the] office'*
ódanızdá	odanızda	*'in your room'*
aáçlàrdá	ağaçlarda	*'in [the] trees'*
ötédé	ötede	*'on [the] other side'*
órádà	orada	*'there'*
kʸöşédé	köşede	*'on [the] corner'*
ófisimdé	ofisimde	*'in my office'*
ótèlʸdé	otelde	*'in [the] hotel'*

If we cut off this ending, we find that some of the forms already have certain endings, such as the "my", "our", "your" (possessive) endings or the "more than one" (plural) ending. If we cut off these, we find the following bases without difficulty: *sá:*, *sól*, *tűrkʸçè*, *káç*, *bùçúk*, *yèdi*, *öfis*, *év*, *ödá*, *àáç*, *öté*, *kʸöşé*, *ötélʸ*.

From *ilʸèrdé*, we get **ilʸer*, which does not exist in this form, but *ilʸéri* is a Turkish word meaning 'ahead, forward'. The full form, therefore, is *ilʸèridé*, of which *ilʸèrdé* is a *shortened form*. We shall meet these shortened forms from time to time.

búrádà, *nérédè*, *órádà* exist only in forms with some ending or other, there being no **bura*,[1] **nere*, **ora* alone. The meaning of these *non-existent bases*, however, is clear: 'this place', 'what place', 'that place', and we have seen the first parts alone: *bú* 'this', *né* 'what', *ó* 'that'. If we cut these off, we have only non-existent **ra*, **re* left, which seem to mean 'place'.

In this unit we have seen forms with a slightly *different form of the ending* discussed above. Observe:

[1]Starred (*) forms do not occur in ordinary speech.

Digitized by Google

	Column I			*Column II*		
kàtí	katı	*'its floor (storey)'*	:	kátìndá	katında	*'on its floor'*
àrásí	arası	*'its interval'*	:	àrasìndá	arasında	*'between (lit. on its interval)'*

Other such forms are:

yùzú	yüzü	*'its face'*	:	yúzùndé	yüzünde	*'on its face'*
kʸðşési	köşesi	*'his corner'*	:	kʸðşesíndé	köşesinde	*'in his corner'*
òdalárí	odaları	*'their rooms'*	:	ódalàrìndá	odalarında	*'in their rooms'*

Comparing Column I with II:

1. we note the *longer forms* of the locating ending: *-nde, -nda;*
2. these forms likewise follow Vowel Harmony Type II;
3. they are found after the possessive ending *-(s)i -(s)ü, -(s)ı, -(s)u* 'his, her, its, their'.

This ending which means 'at, in, on' indicates the location, so we shall call it the *locative* ending.

2. Turkish interrogative ending -mi, -mü, -mı, -mu, after nouns

In Unit 5. B. 1. 3, we saw the interrogative ending as used with certain verb forms, such as *istiyórmúsunùz* (istiyormusunuz?) 'do you want?', and with the forms with the copula ending 'is, are, am', such as *évlʸimidìr* (evlimidir?) 'is she married?'. Here we see it as used with *noun* forms. Observe:

bìr ódá	bir oda	*'a room'*	:	bír ódámì?	bir odamı?	*'a room?'*
ótèlʸdé	otelde	*'in [the] hotel'*	:	otélʸdémì?	oteldemi?	*'in [the] hotel?'*

Whereas in the verb forms, such as *ístiyórmúsunùz*, and the forms with the 'is, are, am' copula ending, such as *évlʸímidìr*, the interrogative ending frequently came before a part of the complete form, in the *noun* forms, given above, the *-mi, -mü, -mı, -mu* always comes *after* the complete form of the noun (base plus ending), at the very end.

The *strongest vowel* in these forms, too, is always *before* the *interrogative* ending, never on it.

Digitized by Google

3. *Turkish equivalents of English 'let's (do it)!'*

In previous units we have seen forms like *kòṣálím!* (koşalım!) 'let's run!', *gʸìdélʸím!* (gidelim!) 'let's go!'. Tabulating these and similar forms we get:

	Column I				*Column II*		
				Group I			
i	gʸit- . . .	git- . . .	*'go'*	:	gʸìdélʸím!	gidelim!	*'let's go!'*
e	ver- . . .	ver- . . .	*'give'*	:	vèrélʸím!	verelim!	*'let's give!'*
ü	gʸülʸ- . . .	gül- . . .	*'laugh'*	:	gʸùlʸélʸím!	gülelim!	*'let's laugh!'*
ö	gʸör- . . .	gör- . . .	*'see'*	:	gʸörélʸím!	görelim!	*'let's see [it]!'*
				Group II			
ı	çık- . . .	çık- . . .	*'go up'*	:	çìkálím!	çıkalım!	*'let's go up!'*
a	yap- . . .	yap- . . .	*'do'*	:	yàpálím!	yapalım!	*'let's do [it]!'*
u	konuş- . . .	konuş- . . .	*'talk'*	:	kónùşalím!	konuşalım!	*'let's talk!'*
o	koş- . . .	koş- . . .	*'run'*	:	kòşálím!	koşalım!	*'let's run!'*
				Group III			
e (i)	ye- . . .	ye- . . .	*'eat'*	:	yìyélʸím!	yiyelim!	*'let's eat!'*
a (ı)	başla- . . .	başla- . . .	*'begin'*	:	bàşlıyálím!	başlıyalım!	*'let's begin!'*

If we compare the verb roots in Column I with the full verb forms in Column II, Group I with Group II, and Groups I and II with III, we note that:

1. the ending which means 'let's . . . . .' is *-elʸim, -alım* after a *consonant:*
2. it is *-yelʸim, yalım* after a vowel;
3. its first vowel follows Vowel Harmony Type II, and its second vowel follows Vowel Harmony Type I;
4. the *strongest vowel* is the second vowel of the ending, the last vowel of the form, when this is the only ending.

In Group III, we also note that the verb roots *ye- . . ., başla- . . .* have changed to *yi- . . ., başlı- . . .*, or rather that *e* has changed to *i*, and *a* to *ı*, before the *-y-* of this particular ending. This change is quite common and we shall note other examples of it as we meet them.

Digitized by Google

The English equivalent is not always 'let's . . . . .'. Note:

né‿yápalìm? Ne yapalım? *'What are we to do? What shall we do?'*

4. *Some Turkish equivalents of English* '(*you*) (*do it*)!'

In previous units, we have seen forms like *éylʸénìn!* (eğlenin!) 'amuse yourselves!', *gʸídìn!* (gidin!) 'go!'. Tabulating similar forms, we get:

	Column I				*Column II*		
				Group I			
i	gʸit- . . .	git- . . .	*'go'*	:	gʸídínìz!	gidiniz!	*'go!'*
e	gʸelʸ- . . .	gel- . . .	*'come'*	:	gʸélʸínìz!	geliniz!	*'come!'*
ü	gʸülʸ- . . .	gül- . . .	*'laugh'*	:	gʸúlʸúnùz!	gülünüz!	*'laugh!'*
ö	öt- . . .	öt- . . .	*'sing (birds)'*	:	ǿtúnùz!	ötünüz!	*'sing!'*
ı	çık- . . .	çık- . . .	*'go up'*	:	çíkínìz!	çıkınız!	*'go up!'*
a	yap- . . .	yap- . . .	*'do'*	:	yápínìz!	yapınız!	*'do [it]!'*
u	konuş- . . .	konuş- . . .	*'talk'*	:	konúşúnùz!	konuşunuz!	*'talk!'*
o	koş- . . .	koş- . . .	*'run'*	:	kóşúnùz!	koşunuz!	*'run!'*
				Group II			
	ye- . . .	ye- . . .	*'eat'*	:	yíyínìz!	yiyiniz!	*'eat!'*
	başla- . . .	başla- . . .	*'begin'*	:	báşláyınìz!	başlayınız!	*'begin!'*
				Group III			
	gʸit- . . .	git- . . .	*'go'*	:	gʸídìn!	gidin!	*'go!'*
	ye- . . .	ye- . . .	*'eat'*	:	yíyìn!	yiyin!	*'eat!'*
	eylʸen- . . .	eğlen- . . .	*'amuse oneself'*	:	éylʸénìn!	eğlenin!	*'amuse yourself!'*
	buyur- . . .	buyur- . . .	*'be so kind'*	:	*búyúrùn![1]	buyurun!	*'be so kind!'*
					(shortened form: *búyrùn*)	(buyrun!)	

[1]Not used in this full form in ordinary conversation.

Digitized by Google

If we compare, in Group I, the verb roots in Column I with the full form in Column II, we see that:

1. the ending which means '(you) (do it)!' is *-iniz, -ünüz, -ınız, -unuz;*
2. that is, it follows Vowel Harmony Type I.

If we compare Group I with Group II, we see that:

1. the ending is *-iniz, -ünüz, -ınız, -unuz* only after a consonant;
2. it is *-yiniz, -yünüz, -yınız, -yunuz* after a root which ends in a *vowel.*

This form is used when speaking *formally* either to *one* or to *more than one* person.

In Group III, we see a *shorter form* of this same ending, *-(y)in, -(y)ün,* and so on.

This shorter form may be used when speaking formally to *only one* person. It is always used when speaking *informally* to *more than one* person. Later on we shall learn the form for speaking informally to only one person.

We also note that the *strongest vowel* of the forms is the *last one of the root,* the one just before the ending.

The forms *yiyiniz, yiyin* are irregular in that they have changed the root *ye- . . .* to *yi- . . .*, or rather the *e* to *i* before the following *y.*

2. Covering English and Turkish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the Turkish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

Section C—Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences.*

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Turkish. Check up on anything you do not know, until you are sure of everything.

Digitized by Google

3. Word Study Review (Individual Study)

Work through the following exercises. Do not write anything down. If you cannot do the work rapidly, review again the *Word Study*. Be prepared to do what is required when the Leader calls on you. Always repeat the entire expression, phrase or sentence as you work.

1. Add the corresponding forms of the *locative* ending to the following nouns:
   - àácí (ağacı)
   - bír (bir)
   - dá: (dağ)
   - dòkúz (dokuz)
   - fìlʸím (filim)
   - kàyálár (kayalar)
   - sìnáí (sığınağı)
   - úç (üç)

2. Add the corresponding forms of the *interrogative* ending to the following nouns:
   - béndè (bende)
   - èvimízdé (evimizde)
   - gʸűzèlʸlʸér (güzeller)
   - ílʸèrdé (ilerde)
   - bày‿kàyanín (bay Kayanın)
   - óràyà (oraya)
   - sáàt‿dokúzdá (saat dokuzda)

3. Give the corresponding "*let's (do it)*!" forms of the following verbs:

ara- . . .	(ara- . . .)
de- . . .	(de- . . .)
eylʸen- . . .	(eğlen- . . .)
gʸeç- . . .	(geç- . . .)
gʸelʸ- . . .	(gel- . . .)
iç- . . .	(iç- . . .)
kal- . . .	(kal- . . .)
kalk- . . .	(kalk- . . .)
ol- . . .	(ol- . . .)
unut- . . .	(unut- . . .)
yıkan- . . .	(yıkan- . . .)

4. Give the corresponding "(*you*) (*do it*)!" forms of the verbs in 3 above.

4. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

Digitized by Google

1. *Tom Carr, approaching a native of the town, asks whether there's a good hotel in town:*
   a. çócúùm! konúşúnùz! — Çocuğum! Konuşunuz!
   b. bú ̆şehírdè iyi ̆bír ̆otélʸ ̆vármì? — Bu şehirde iyi bir otel varmı?

2. *Mr. Metin, the native, says there is a good hotel and directs Tom to it:*
   a. évèt. vár. àz ̆ilʸérdé. — Evet. Var. Az ilerde.
   b. ófisìmízdé né ̆yápalìm? — Ofisimizde ne yapalım?

3. *Entering the hotel, Tom sees a man and asks:*
   a. síz kʸímsìnìz? — Siz kimsiniz?
   b. ótèlʸcí sízmìsìnìz? — Otelci sizmisiniz?

4. *The man says he is and then says politely:*
   a. háyìr! bén hádeméyìm! — Hayır! Ben hademeyim!
   b. évèt. bénìm. hóş ̆gʸélʸdìnìz! — Evet. Benim. Hoş geldiniz!

5. *Tom answers politely in return:*
   a. hóş ̆búldùk! — Hoş bulduk!
   b. bú ̆şehrín ̆sìnèmasındà gʸüzélʸ ̆bír ̆filʸím ̆vármì? — Bu şehrin sinemasında güzel bir filim varmı?

6. *The hotel-keeper then inquires:*
   a. otelʸímízín ̆lʸokántasındà yemékʸ ̆yemékʸ ̆ístiyórmúsunùz? — Otelimizin lokantasında yemek yemek istiyormusunuz?
   b. bír ̆odámı ̆arzú ̆édiyòrsunúz? — Bir odamı arzu ediyorsunuz?

7. *Tom answers:*
   a. évèt, bèním vé ̆kárím ̆içìn bír ̆ódá ̆ístiyòrúm. — Evet, benim ve karım için bir oda istiyorum.
   b. bú ̆şehrín ̆otélʸlʸerìndè iyi ̆şaráp ̆vármì? — Bu şehrin otellerinde iyi şarap varmı?

Digitized by Google

8. *The hotel-keeper suggests a room:*

a. háyìr, maálʸésèf yóktùr, fákàt çók‿iyi‿bíramiz‿vàr.

Hayır, maalesef yoktur, fakat çok iyi biramız var.

b. ikʸinci‿kátta gʸüzélʸ‿bir‿ódamíz‿vàr.

İkinci katta güzel bir odamız var.

9. *Tom then wants to know what the rates are:*

a. bú‿otélʸdè gʸüzélʸ‿hizmetçi‿kızlari‿vármì?

Bu otelde güzel hizmetçi kızları varmı?

b. gʸündélʸiyi káç‿pàrà?

Gündeliği kaç para?

10. *The hotel-keeper then proposes that they take a look:*

a. gʸüzélʸ‿yüzlʸèr hóşumá‿gʸidiyòr!

Güzel yüzler hoşuma gidiyor!

b. asánsörlʸé‿çikalìm!

Asansörle çıkalım!

11. *After Tom has taken a look, he says:*

a. háyìr, maálʸésèf gʸüzélʸ‿deyilʸlʸér.

Hayır, maalesef güzel değiller.

b. çók‿hóşumá‿gʸidiyòr.

Çok hoşuma gidiyor.

12. *The hotel-keeper then inquires about food:*

a. otélʸdémì yémékʸ‿yiyecèkʸsiniz?

Oteldemi yemek yiyeceksiniz?

b. kùşlár né‿yérlʸèr?

Kuşlar ne yerler?

13. *Tom is not quite ready to eat, so he says:*

a. dáhá‿évvèlʸ sinémayá‿gʸitmékʸ‿istiyòrùm.

Daha evvel sinemaya gitmek istiyorum.

b. évèt, fákàt dáhá‿évvèlʸ yikànmák, tráş‿olmák‿istiyòrùm.

Evet, fakat daha evvel yıkanmak, traş olmak istiyorum.

14. *The hotel-keeper tells him about the dinner hour:*

a. hér‿gʸùn saát‿üç‿ilʸé‿dórt‿árasindà yá:múr‿yáàr.

Her gün saat üç ile dört arasında yağmur yağar.

Digitized by Google

b. ákşám‿yémeyi saát‿alti‿ilʸé‿dókúz‿arasindàdir — Akşam yemeği saat altı ile dokuz arasındadır.

15. *As Tom goes to clean up, he misses something, and asks:*

a. bú‿otélʸdè iyi‿şaráp‿vármì? — Bu otelde iyi şarap varmı?

b. lʸútfèn, bir‿havlú‿verírmisiniz? — Lûtfen, bir havlu verirmisiniz?

16. *The hotel-keeper explains its absence:*

a. áffedèrsiniz! hízmétçí‿unútmúş. — Affedersiniz! Hizmetçi unutmuş.

b. áffedèrsiniz! únúttúm! — Affedersiniz! Unuttum!

Section D—Listening In

1. What Did You Say?

Give your answers in Turkish for each of the exercises in the preceding sections, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Turkish for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English. As a final check the Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C-3).

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Turkish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. *Asking for a hotel.*

Record 15A, after 4th spiral.

òsmán— şehrinizdé‿iyi‿bír‿otélʸ‿vármì? — Şehrinizde iyi bir otel varmı?

Digitized by Google

àlʸí— évèt. çók‿gʸüzélʸ‿bír‿ótélʸ‿vàr. Evet. Çok güzel bir otel var.
òsmán— nérédè? Nerede?
àlʸí— àz‿ilʸérdé. Az ilerde.
òsmán— háydi‿órayá‿gʸídelʸím! Haydi oraya gidelim!

2. *Downstairs in the hotel.*

ótèlʸcí— hóş‿gʸélʸdiníz! Hoş geldiniz!
òsmán— hóş‿búldùk! Hoş bulduk!
bir‿ódá‿ístiyòrúm. Bir oda istiyorum.
ótèlʸcí— íkʸiníz‿içìnmí? İkiniz içinmi?
òsmán— háyìr. yálnız‿béním‿içìn. Hayır. Yalnız benim için.
ótèlʸcí— otelʸimizín‿ikʸíncí‿kátındà gʸüzélʸ‿bır‿ódamíz‿vàr. Otelimizin ikinci katında güzel bir odamız var.

3. *Looking at a room.*

ótèlʸcí— búyrùn asánsórlʸé‿çikalìm! Buyrun asansörle çıkalım!
òsmán— áffedèrsiníz, únùttúm. odá‿káç‿párà? Affedersiniz, unuttum. Oda kaç para?
ótèlʸcí— gʸündèlʸiyí íkʸí‿lʸírá. Gündeliği iki lira.
òsmán— çók‿íyì! Çok iyi!
ótèlʸcí— bú‿ódà hoşunuzá‿gʸídiyórmù? Bu oda hoşunuza gidiyormu?
òsmán— évèt. çók‿gʸüzèlʸ! Evet. Çok güzel!
ótèlʸcí— otelʸdémí‿yemékʸ‿yemékʸ‿ístiyòrsunúz? Oteldemi yemek yemek istiyorsunuz?
òsmán— évèt. búrádà. Evet. Burada.

4. *Asking about the service.*

Record 15B, beginning.

ótèlʸcí— ákşám‿yémeyì saát‿alti‿ilʸé‿dókúz‿árasındàdır. Akşam yemeği saat altı ile dokuz arasındadır.

Digitized by Google

òsmán—	şimdi‿saàt‿káç?	Şimdi saat kaç?
ótèlʸcí—	áltí‿búçùk.	Altı buçuk.
	şímdimi‿yemékʸ‿yemékʸ‿istiyòrsunúz?	Şimdimi yemek yemek istiyorsunuz?
òsmán—	háyìr. sónrà.	Hayır. Sonra.
	dáhá‿evvélʸ‿yıkánmàk, tráş‿olmák‿istiyòrúm.	Daha evvel yıkanmak, traş olmak istiyorum.
	havlú‿nérédè?	Havlu nerede?
ótèlʸcí—	yókmù? áffedèrsiniz.	Yokmu? Affedersiniz.
	hizmetçì‿unútmúş.	Hizmetçi unutmuş.
	başká‿bír‿şéy‿istiyórmúsunùz?	Başka bir şey istiyormusunuz?
òsmán—	évèt. bú‿ákşàm ánkará‿trénì saát‿káçtá‿gʸélʸecèkʸ?	Evet. Bu akşam Ankara treni saat kaçta gelecek?
ótèlʸcí—	saát‿dókúz‿buçúktà.	Saat dokuz buçukta.

5. *In the hotel restaurant.*

òsmán—	ya:múr‿yá:maá‿báşlıyòr!	Yağmur yağmağa başlıyor!
	né‿yápalìm?	Ne yapalım?
	èrkʸén, fákàt şimdi‿lʸokántayá‿gʸidelʸìm, yémékʸ‿yiyelʸìm!	Erken, fakat şimdi lokantaya gidelim, yemek yiyelim! Beraber gelirmisiniz?
	bera: bér‿gʸelʸírmisiniz?	
àlʸí—	çók‿teşékkʸkʸúr‿edérim, gʸélʸírim.	Çok teşekkür ederim, gelirim.
	şimdi‿yémékʸ‿yémèkʸ dáhá‿iyì!	Şimdi yemek yemek daha iyi!
òsmán—	bú‿lʸokàntá çók‿hóşumá‿gʸidiyòr.	Bu lokanta çok hoşuma gidiyor.
	yemeyi‿çók‿gʸüzèlʸ.	Yemeği çok güzel.
àlʸí—	şarabídá‿iyì.	Şarabı da iyi.

Digitized by Google

6. *Killing time.*

àlʸí—	şimdi‿ya:múr‿diníyòr.	Şimdi yağmur diniyor.
òsmán—	sáàt‿káç?	Saat kaç?
àlʸí—	yédí‿búçùk.	Yedi buçuk.
òsmán—	çók‿gʸèç‿déyílʸ.	Çok geç değil.
	kàrím saát‿dokúz‿buçúk‿trèní‿ilʸé‿gʸèlʸecèkʸ.	Karım saat dokuz buçuk treni ile gelecek.
	dáhá‿évvèlʸ bír‿şéy‿yápalìm!	Daha evvel bir şey yapalım!
àlʸí—	istásyón‿kʸöşesíndè bír‿sinémá‿vàr.	İstasyon köşesinde bir sinema var.
	bén óraya‿gʸítmékʸ‿istiyòrúm.	Ben oraya gitmek istiyorum.
	sízdè‿gʸèlʸiniz!	Sizde geliniz!
òsmán—	pékʸ‿iyì! gʸídélʸím!	Pek iyi! Gidelim!

7. *In the movie.*

òsmán—	bú‿fílʸìm hoşunuzá‿gʸídiyórmù?	Bu filim hoşunuza gidiyormu?
àlʸí—	évèt, çók! çók‿éylʸeníyórùm!	Evet, çok! Çok eğleniyorum!
òsmán—	béndè.	Bende.
àlʸí—	sigáranız‿vármì?	Sigaranız varmı?
òsmán—	búyrùn!	Buyrun!

8. *On the street.*

àlʸí—	şímdi‿havá‿dáhà‿sérín,[1] déyílʸmì?	Şimdi hava daha serin, değilmi?
òsmán—	évèt. şímdi‿sáàt‿káç?	Evet. Şimdi saat kaç?
àlʸí—	saát‿dokuzú‿ón‿gʸèçiyòr.	Saat dokuzu on geçiyor.
òsmán—	trén‿şímdi‿gʸélʸíyòr.	Tren şimdi geliyor.
àlʸí—	gʸélʸiyórmù? erkʸén‿déyílʸmì?	Geliyormu? Erken değilmi?

[1]should be: dáhá‿sérìn '*cooler*'; dáhà‿sérín '*still cool*'

Digitized by Google

Section E—Conversation

1. Covering the Turkish in Basic Sentences (Individual Study)

Cover the Turkish of the *Basic Sentences* and practice saying the Turkish equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Turkish expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Getting a room.

   Tom Carr excuses himself and asks for a hotel. Ahmet replies and gives directions. Tom doesn't understand right away and asks Ahmet to repeat (*tekʸrár edérmisiniz?*) (tekrar edermisiniz?) and to speak slowly. Ahmet repeats and explains about the food and drink of the hotel. Tom thanks him and they say good-bye.

2. At the hotel.

   Tom enters, looks about, sees a man, and asks for the hotel-keeper. The man says he is the manager and asks what Tom wants. Tom explains the kind of room he wants, they go up and look at it; he asks about the restaurant, meal hours, and so on. He goes to clean up, notices there is no towel and asks for one. The hotel-keeper apologizes and blames it on the servant girl.

3. Conversation in the cocktail lounge.

   Tom comes in, sees another man there, introduces himself. The man gives his name in turn. Tom offers him a cigarette. They order drinks and talk about the beer and wine there. They talk about the weather, rain, sunshine, etc. Tom's friend observes that there's sunshine every morning. Tom is pleased and explains that he likes to get up early. Tom's friend says so do his children. Tom is surprised that his friend is married and has children. They go on talking about the children.

Digitized by Google

4. They leave.

Tom explains to his friend that he has to meet his wife. They talk about the time, the train schedule, etc. Tom invites his friend to come with him. They call for the check, pay and leave.

5. On the street.

As Tom and his friend walk along, they talk about the weather, the rain, etc. As they come to the station, Tom hears the train. They hurry.

6. His wife arrives.

Tom introduces his wife. As they leave the station, it begins to rain again. They take shelter, talk about the rain. They wonder what to do for the evening and decide on a movie.

SECTION F—CONVERSATION (*Cont.*)

1. Conversation (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

2. Questions and Answers

First run through the *Listening In* once more. Then answer the following questions when the Guide asks you, or take turns asking them of others and answering them:

1.	1. kʸímín ṣéhríndè iyí bír ótélʸ vàr?	Kimin şehrinde iyi bir otel var?
	2. bú ótèlʸ násìl?	Bu otel nasıl?
	3. nérédè?	Nerede?
	4. néreyé gʸídelʸím?	Nereye gidelim?
2.	5. ótèlʸcí né díyòr?	Otelci ne diyor?
	6. òsmán né ístiyòr?	Osman ne istiyor?
	7. bú ódà kʸímín íçìn?	Bu oda kimin için?

Digitized by Google

3. 8. né‿il^{y}é‿çikalìm? Ne ile çıkalım?
9. g^{y}ündel^{y}iyi‿káç‿párà? Gündeliği kaç para?
10. òdá osmanin‿hoşunà‿g^{y}idiyórmù? Oda Osmanın hoşuna gidiyormu?
11. òsmán néredé‿yemék^{y}‿yemék^{y} ‿istiyòr? Osman nerede yemek yemek istiyor?

4. 12. ákşám‿yémeyì né‿vákìt? Akşam yemeği ne vakit?
13. òsmán dáhá‿évvèl^{y} né‿yapmák‿istiyòr? Osman daha evvel ne yapmak istiyor?
14. ósmanín‿ódasindà né‿yòk? Osmanın odasında ne yok?
15. ánkará‿trénì saát‿káçtá‿g^{y}él^{y}ecèk^{y}? Ankara treni saat kaçta gelecek?

5. 16. şímdì néreyé‿g^{y}idiyórlàr? Şimdi nereye gidiyorlar?
17. àhmét k^{y}imín‿il^{y}è yémék^{y}‿yemék^{y}‿istiyòr? Ahmet kimin ile yemek yemek istiyor?
18. l^{y}ókántà hoşlarınà‿g^{y}idiyórmù? Lokanta hoşlarına gidiyormu?
19. ó‿l^{y}okántanın‿yémeyì násìl? O lokantanın yemeği nasıl?

6. 20. şímdì né‿diniyòr? Şimdi ne diniyor?
21. şímdi‿sáát‿káç? Şimdi saat kaç?
22. g^{y}éçmì? Geçmi?
23. ósmanín‿kárısì saát‿káç‿trenì‿il^{y}é‿g^{y}él^{y}ecèk^{y}? Osmanın karısı saat kaç treni ile gelecek?
24. néredé‿bir‿sinèmá‿vár? Nerede bir sinema var?
25. k^{y}ím‿óraya‿g^{y}itmék^{y}‿istiyòr? Kim oraya gitmek istiyor?
26. k^{y}ímdé‿g^{y}él^{y}iyòr? Kimde geliyor?

7. 27. fìl^{y}ím al^{y}inín‿hoşunà‿g^{y}idiyórmù? Filim Alinin hoşuna gidiyormu?
28. ósmanínda̍mì? Osmanındamı?
29. osmanin‿sigárası‿vármì? Osmanın sigarası varmı?

8. 30. şímdi‿havá‿násìl? Şimdi hava nasıl?
31. trén váktíndémì erk^{y}énmí‿g^{y}él^{y}iyòr? Tren vaktindemi, erkenmi geliyor?

Digitized by Google

FINDER LIST

We include here, for the first time, in parentheses after each entry, the ordinary or conventional spelling. We shall carry this through Unit 11.

àkṣám (akṣam)
evening
åkṣám‿yémeyì (akṣam yemeği)
dinner (lit. evening meal)

ánkàrà (Ankara)
Ankara, Angora (capital of Turkey)
ánkarà‿trénì (Ankara treni)
the Ankara train (train from Ankara)

**ara*
interval
àrásí (arası)
its interval
àrasíndá (arasında)
between (lit. on its interval)

àsànsṓr (asansör)
elevator
asånsṓrlʸè (asansörle)
in (lit. with) [the] elevator

áz (az)
[a] little
àz‿ilʸérdé (az ilerde)
up ahead a little

bàṣká (başka)
else (lit. other)
båṣká‿bir‿ṣèy
(something) (anything) else

başla- . . . (başla- . . .)
start, begin, commence
bàṣlıyålím! (başlıyalım!)
let's begin!
båṣláyınìz! (başlayınız!)
begin!

bén (ben)
I
bénìm (benim)
I am
bèním (benim)
my, mine; (for) me
bénìm‿içìn (benim için)
for me

Digitized by Google

bíz (biz)
bizdé (bizde)

bùçúk (buçuk)
saát_dókúz_buçúk_tréni (saat dokuz buçuk treni)

bul- . . . (bul- . . .) (aor. *-ur-*)
bùldúk (bulduk)

**bura*
búrádà (burada)

buyur- . . . (buyur-) (aor. *-ur-*)
búyrùn! (buyrun!)
*búyúrùn! (buyurun!)

çık- . . . (çık- . . .) (aor. *-ar-*)

çòcúk (çocuk)
çócúùm! (çocuğum!)

dàhá (daha)
dáhá_évvèl^{y} (daha evvel)

éfendìm (efendim)

èvvél^{y} (evvel)
dáhá_évvèl^{y} (daha evvel)

él^{y} (el)

we
at our house (lit. at us)

half (hour)
the nine thirty (half past nine) train

find
we've found [it]

this place
in this place, here

be so kind
please
see *búyrùn* (buyrun)

go up

child; boy
my child!

more; still
still before, first, before(hand)

sir

before
first, before(hand)

hand

Digitized by Google

gʸelʸ- . . . (gel- . . .) (aor. *-ir-*)
gʸèlʸdiníz (geldiniz)
gʸèlʸécékʸ (gelecek)

gʸün (gün)
gʸùndé (günde)
gʸùndélʸikʸ (gündelik)
gʸùndélʸiyí (gündeliği)
gʸündèlʸiyí (gündeliği)

hàvlú (havlu)

hízmètçí (hizmetçi)

hóş (hoş)
hóş‿gʸélʸdiníz! (hoş geldiniz!)
hóş‿búldùk! (hoş bulduk!)

içín (için)
bénim‿íçìn (benim için)
íçínmì? (içinmi?)

ìkʸí (iki)
ìkʸíníz (ikiniz)
íkʸìncí (ikinci)

ìlʸé (ile)

ìlʸéri (ileri)
ílʸèrdé (ilerde)
ílʸèridé (ileride)

come
you've come
[she] will come

day
per (lit. at the) day
daily rate
its (daily) rate

see *gʸündélʸiyí* (gündeliği)

towel

servant; maid

pleasure; pleasing; pleasant(ly)
welcome! (lit. you came pleasantly)
thank you! (lit. we've found it pleasant)

for
for me
[is it] for?

two
the two of you
second

and (lit. with)

forward
up ahead
see *ílʸèrdé* (ilerde)

Digitized by Google

ìyí (iyi)
dáhá ìyì (daha iyi)

kát (kat)
kàtí (katı)
kátìndá (katında)

kʸím (kim)
kʸìmín (kimin)
kʸìmín içìn (kimin için)
kʸìmín ilʸè (kimin ile)

**nere*
nérédè (nerede)

ó (o)

òdá (oda)
bìr ódámì (bir odamı?)

**ora*
órádà (orada)

òtélʸ (otel)
ótèlʸcí (otelci)
otélʸdémì? (oteldemi?)

sónrà (sonra)

şàráp (şarap)
şàrábí (şarabı)

good
better

floor, storey
its floor
on its floor

who
whose; (for) (with) whom
for whom
with whom

what place
in what place, where

she (he, it)

room
a room?

that place
in that place; there

hotel
hotel-keeper, manager
at [the] hotel?

later

wine
its wine

Digitized by Google

şèhír (şehir)
şèhrí (şehri)
şèhrín (şehrin)
şèhrínìz (şehriniz)

tekʸrar_et- . . . (tekrar et- . . .) (aor. *-er-*)
tekʸrár_edérmisìniz? (tekrar edermisiniz?)

traş_ol- . . . (traş ol- . . .) (aor. *-ır-*)
tráş_ólmàk (traş olmak)

unut- . . . (unut- . . .) (aor. *-ur-*)
únùtmúş (unutmuş)
únùttúm (unuttum)

vàkít (vakit)
vàktíndé (vaktinde)

yálnìz (yalnız)

ya:- . . . (yağ- . . .) (aor. *-ar-*)
yá:múr_yáàr (yağmur yağar)

ye- . . . (yɛ- . . .)
yèmékʸ (yemek)
yèméyí (yemeği)
yíyecékʸsíniz (yiyeceksiniz)
yìyélʸím (yiyelim!)
yíyìn! (yiyin!)
yíyíniz! (yiyiniz!)

yıkan- . . . (yıkan- . . .) (aor. *-ır-*)
yìkànmák (yıkanmak)

town; city
his town
of the town
your town

repeat
will you repeat?

shave (oneself)
to shave (oneself)

forget
[she] (probably) forgot [it]
I forgot [it]

time
on time (lit. in its time)

just, only

fall (rain, snow, and so forth)
it rains

eat
food; a meal
its food, its meal
you will eat
let's eat!
eat!
eat!

wash (oneself)
to wash (oneself)

Digitized by Google

UNIT 8

GETTING CLEANED UP

SECTION A—BASIC SENTENCES

Go through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, then do the *Hints on Pronunciation;* go once through the *Basic Sentences* individually, and then read the *Hints on Spelling*. The last time through individually, notice also the *Conventional Spelling*.

1. Basic Sentences

Tom Carr washes up assisted by his friend, Ahmet.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL TURKISH SPELLING
	Tom Carr	
Record 16A, beginning.		
hot	sìcák.	sıcak
the water	sùyú.	suyu
will you draw [it]?	ákıtírmısınìz?	akıtırmısınız?
Will you draw the hot water, please, Ahmet?	lʸûtfèn, sıcák‿su-yú‿ákıtírmısınìz, áhmèt?	Lûtfen, sıcak suyu akıtırmısınız, Ahmet?
	Ahmet	
[*a*] *bath*	bányò.	banyo
to take	àlmák.	almak
do you want?	istiyórmúsunùz?	istiyormusunuz?
Do you want to take a bath?	bányo‿almák‿istiyórmúsunùz?	Banyo almak istiyormusunuz?

Digitized by Google

Tom Carr

I do not want [to]	ístémiyòrúm.	istemiyorum
No, I don't.	háyìr, ístémiyòrúm.	Hayır, istemiyorum.
my face	yûzümú.	yüzümü
to wash	yìkámák.	yıkamak
my teeth	díşlʸèrimí.	dişlerimi
to[1] *brush*	òvmák.	ovmak
I just want to wash my face and brush my teeth.	yálnız‿yüzümú‿yikamàk, dişlʸerimi‿óvmák‿istiyòrúm.	Yalnız yüzümü yıkamak, dişlerimi ovmak istiyorum.

Ahmet

here is	íşté.	işte
your soap	sabùnúnúz.	sabununuz
Here's your soap.	íştè‿sabúnunúz.	İşte sabununuz.
your tooth brush	díş‿fırçanìz.	diş fırçanız
Where's your tooth brush?	díş‿fırçanìz nérédè?	Diş fırçanız nerede?

Tom Carr

my tooth brush	díş‿fırçàm.	diş fırçam
small	kʸûçúkʸ.	küçük
of my bag	çántámìn.	çantamın
[it is] on [the] inside	içìndé.	içinde
My tooth brush is in my small bag.	díş‿fırçàm kʸüçükʸ‿cántamin‿içíndè.	Diş fırçam küçük çantamın içinde.

[1]Not on record.

Digitized by Google

Ahmet

your shaving	tráş◡ólmanìz.	traş olmanız
[is it] necessary?	lʸá:zímmì?	lâzımmı?
Do you have to shave?	tráş◡olmaniz◡lʸá:zímmì?	Traş olmanız lâzımmı?

Tom Carr

Yes, unfortunately.	évèt, maálʸésèf.	Evet, maalesef.

Record 16B, beginning.

my shaving brush	tráş◡fírçàm.	traş fırçam
my razor	ústúràm.	usturam
of the clothes brush	élʸbi:sé◡fírçasınìn.	elbise fırçasının
[it is] at its side	yánìndá.	yanında
My shaving brush, my soap and my razor are beside the clothes brush.	tráş◡fírçàm, sàbúnúm, vé◡ústúràm élʸbi:sè◡fırçasınin◡yánindá.	Traş fırçam, sabunum, ve usturam elbise fırçasının yanında.

Ahmet

Here they are.	ìşté.	İşte.
your shaving mirror	tráş◡áynanìz.	traş aynanız
And here's your shaving mirror.	vé◡ìşté◡tráş◡áynanìz.	Ve işte traş aynanız.

Tom Carr

the bottle of eau de Cologne	kolónyá◡şişesinì.	kolonya şişesini
will you bring [it]?	gʸétirírmísinìz?	getirirmisiniz?
Will you bring the bottle of eau de Cologne?	kolónya◡şişesini◡gʸétirírmísinìz?	Kolonya şişesini getirirmisiniz?

Digitized by Google

my hair(s)	sàçlárımí.	saçlarımı
my combing	tàrámám.	taramam
[*it is*] *necessary*	lʸà:zím.	lâzım
I have to comb my hair.	saçlarımi‿tàramám‿lʸà:zìm.	Saçlarımı taramam **lâzım.**
[*the*] *comb*	tàrák.	tarak
Where's the comb?	tarák‿nérédè?	Tarak nerede?
	Ahmet	
of [*the*] *table*	másánìn.	masanın
[*it*] *is on its top*	üzérindédìr.	üzerindedir
It's on the table.	másanın‿üzérindédìr.	Masanın üzerindedir.
	Tom Carr	
it	ònú.	onu
I do not see [*it*] (*lit. am not seeing* [*it*])	gʸórmüyòrúm.	görmüyorum
I don't see it.	onú‿gʸórmüyòrúm.	Onu görmüyorum.
	Ahmet	
perhaps	gá:lʸíbà.	galiba
of [*the*] *towel*	hàvlúnún.	havlunun
at its under side	àltindá.	altında
Perhaps it's under the towel.	gá:lʸíbà hávlunún‿áltindà.	Galiba havlunun altında.
	Tom Carr	
I can't find [*it*].	bulámıyòrúm.	Bulamıyorum.
	Ahmet	
Here it is.	işté.	İşte.

Digitized by Google

	Tom Carr	
servant's work	hi̇zmètçil^{y}i̇k^{y}.	hizmetçilik
you do	yapíyórsunùz.	yapıyorsunuz.
Thanks! You make a good servant, Ahmet!	teşèk^{y}k^{y}ürl^{y}ér! çók_i-yi̇_hi̇zmètçil^{y}i̇k^{y}_yàpı-yòrsunúz, áhmèt!	Teşekkürler! Çok iyi hizmetçilik yapıyorsunuz, Ahmet!

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

There are, as we have noted, two *l* sounds in Turkish, the one which we have written *l*^{y}, and which we discussed in the previous unit, and the other which we have written, as in English, with plain *l*. This "plain *l*" is fairly similar to English *l*. But it is deeper and more hollow-sounding. If we pronounce a strong "w" and then slide right into the "plain *l*" sound, we will get something close to this deep Turkish *l*. Here are some examples:

PRACTICE 1 **Record 17A, beginning.**

ò*l*sún.	olsun	(*may* [*they*] *be*)
nási*l*.	nasıl	(*how*)
só*l*dádìr.	soldadır	([*it*]*'s to* [*the*] *left*)
kà*l*kár.	kalkar	([*it*] *leaves*)
à*l*tí.	altı	(*six*)
Â*ll*áh.	Allah	(*God*)
òú*l*.	oğul	(*son*)
bù*l*dúk.	bulduk	(*we've found* [*it*])
yá*l*nìz.	yalnız	(*just, only*)

Digitized by Google

PRACTICE 2 **Record 17A, after 1st spiral.**

hàyìr*lí*.	hayırlı	(*fortunate*)
ànlámıyòrùm.	anlamıyorum	(*I [do] not understand*)
kà*lá*.	kala	(*remaining*)
òn*lár*.	onlar	(*they*)
vèznedàr*lík*.	veznedarlık	(*cashier*)
ò:*l*úm.	oğlum	(*my son*)
bù*lút*.	bulut	(*cloud*)
hàv*lú*.	havlu	(*towel*)
kol*ónyà_şíşesı*	kolonya şişesi	(*eau de Cologne bottle*)

We have had many instances of Turkish *r*. Turkish *r* is not quite like English *r*. English *r* is weak and relaxed. Turkish *r*, however, is stronger and tenser and the tip of the tongue is up behind the upper teeth. Between two vowels it sounds very much like American *-tt-* in words such as *better*, *butter*, *Betty*, and so on. At the beginning of a word (*ràhàtlík*), or of a syllable after a consonant (*kʸìbrít*), or at the end of a syllable (*kàrdéş*), it is a bit weaker, and at the end of a word (*vár*), it may lose some of its humming sound and shade off toward English *sh*. When doubled (*müşèrréf*) it is quite strong, trilled as opera singers sometimes pronounce *r*'s. Here are some examples:

PRACTICE 3 **Record 17A, after 2nd spiral.**

*r*àhàtlík.	rahatlık	(*rest*)
kʸìbr*í*t.	kibrit	(*match*)
sónr*à*.	sonra	(*later*)
tr*é*n.	tren	(*train*)
búr*à*dà.	burada	(*here*)
sìgár*à*.	sigara	(*cigarette*)

Digitized by Google

dò:rú.	doğru	(*right*)
kàrí.	karı	(*wife*)

PRACTICE 4 **Record 17A, after 3rd spiral.**

mérhábà.	merhaba	(*hello*)
kàrdéş.	kardeş	(*brother*)
bír.	bir	(*one*)
vár.	var	(*there [is]*)
müşèrréf.	müşerref	(*honored*)

Before you go through the *Basic Sentences* a third time, read the following:

3. Hints on Spelling

Note the following differences between the *Aids to Listening* and the *Conventional Spelling*.

AIDS TO LISTENING		*CONVENTIONAL SPELLING*	
	k^y	: **k**	
	ük^y	: ük	
Example:			
k^{y}ùçúk^y		:	küçük
	(length)	: **ğ**	
	o:	: oğ	
Examples:			
ò:lúm		:	oğlum
dò:rú		:	doğru
	(zero)	: **ğ**	

AIDS TO LISTENING		*CONVENTIONAL SPELLING*
Examples:		
òúl	:	oğul
tàràí	:	tarağı

We have noted here only such cases as did not happen to occur in the previous unit.

(length)	:	**zero**
i:	:	i
Example:		
él^{y}bì:sé	:	elbise

Digitized by Google

Section B—Word Study and Review of Basic Sentences

1. Word Study (Individual Study)

1. *Turkish equivalents of English "not"*

We have already seen these forms:

anlámıyòrùm	anlamıyorum	*'I [do] not understand (lit. am not understanding)'*
ìstémiyòrùm	istemiyorum	*'I [do] not want [to]'*
gʸőrmüyòrùm	görmüyorum	*'I [do] not see (lit. am not seeing)'*

Now observe the following similar forms:

Column I			*Column II*		
			Group I		
·çìnìz!	içiniz!	*'drink!'*	: içmèyinìz!	içmeyiniz!	*'[do]n't drink!'*
gʸélʸìnìz!	geliniz!	*'come!'*	: gʸélʸmèyinìz!	gelmeyiniz!	*'[do]n't come!'*
kóşùnùz!	koşunuz!	*'run!'*	: kóşmàyınız!	koşmayınız!	*'[do]n't run!'*
bàşláyınìz!	başlayınız!	*'start!'*	: bàşlámayınìz!	başlamayınız!	*'[do]n't start!'*
			Group II		
yìyélʸìm!	yiyelim!	*'let's eat!'*	: yémìyelʸìm!	yemiyelim!	*'let's not eat!'*
bàşlıyálím!	başlıyalım!	*'let's begin!'*	: bàşlámıyálìm!	başlamıyalım!	*'let's not begin!'*
kónùşalím!	konuşalım!	*'let's talk!'*	: konúşmıyálìm!	konuşmıyalım!	*'let's not talk!'*
			Group III		
ìçiyórsùnùz	içiyorsunuz	*'you are drinking'*	: içmiyòrsunùz	içmiyorsunuz	*'you are not drinking'*
ìstiyòr	istiyor	*'[he] wants'*	: ìstémiyòr	istemiyor	*'[he] [does]n't want'*
gʸülʸűyórùz	gülüyoruz	*'we are laughing'*	: gʸűlʸmüyòrùz	gülmüyoruz	*'we are not laughing'*

Digitized by Google

gʸörûyórlàr	görüyorlar	*'they are seeing'*	:	gʸórmüyórlàr	görmüyorlar	*'they [do]n't see (lit. they are not seeing)'*
çıkíyórùm	çıkıyorum	*'I am going up'*	:	çíkmıyòrúm	çıkmıyorum	*'I am not going up'*

If we compare the forms in Column I with those in Column II of all three groups, we see that the ending which means "not" is *-m(e)-*, or *-m(a)-*, that is,

1. it follows Vowel Harmony Type II;
2. before the *y* of the endings in the forms in Group II the *a* has changed to *ı*, and the *e* to *i;*
3. it loses its vowel *e* or *a* before the momentary ending, *-iyor-*, *-üyor-*, and so forth, just as a verb root ending in a vowel loses the vowel before the momentary ending (Unit 3. B. 1. 1.);
4. the *strongest vowel* is the one *immediately before the ending;*
5. the 'do [it]!' ending and the 'let's . . .' ending in Groups I and II have the form which follows a vowel, the one beginning in *-y-*.

We shall call this ending which means "not," the *negative* ending, and we see it here as used with momentary, 'let's . . .', and 'do [it]!' verb forms.

2. *Turkish equivalents of English "hyphen-words" such as "meal-time", and so on*

In Units 1 to 8, we have met the following:

yémékʸ_vákti yemek vakti	*'meal time'*
gʸókʸ_yüzü gök yüzü	*'sky (lit. heaven face)'*
şimşékʸ_pariltıları şimşek parıltıları	*'lightning (lit. lightning flashes)'*
şimşékʸ_sésleri şimşek sesleri	*'thunder (lit. thunder sounds)'*
ákşám_yémeyi akşam yemeği	*'dinner (lit. evening meal)'*
istásyón_kʸöşesi istasyon köşesi	*'station corner'*
ánkará_trèni Ankara treni	*'[the] Ankara train'*
díş_fırçası diş fırçası	*'tooth brush'*
tráş_áynası traş aynası	*'shaving mirror'*
kolónyá_şişesi kolonya şişesi	*'[the] eau de Cologne bottle'*

Digitized by Google

If we examine these forms we see that they consist of two words; the first one answers the question "what" (Turkish *né*) and has no ending; the second is the thing talked about in such questions as "what bottle," "what brush," "what meal," and so forth, and has the *possessed form ending* -(*s*)*i*, -(*s*)*ü*, and so on, which here always means 'its,' although the 'its' is not necessary in English.

We note also that in these phrases the *strongest vowel* is found in the first word and the next strongest in the second.

Although forms like *dí̇ş‿fírçasì* (*diş fırçası*), as we have given them here, mean no more than '[the] tooth brush', without specifying the owner, they may also mean 'his (her, its, their) tooth brush', with the owner indicated. When one says 'my' or 'our' or 'your', therefore, these endings are substituted for the -*s*(*i*), -(*s*)*ü*, -(*s*)*ı*, -(*s*)*u* ending, and we get:

dí̇ş‿fírçàm (diş fırçam)	*'my tooth brush'*
ákṣám‿yeméyimìz (akṣam yemeğimiz)	*'our dinner'*
tráṣ‿áynanìz (traṣ aynanız)	*'your shaving mirror'*

We see from these examples, that the basic form of these phrase-compounds is really just one noun followed by another, both endingless, the first having the strongest vowel, and the second the next strongest vowel. We have met one such "simple" phrase-compound: *kíz‿kárdèş* (kız kardeş) 'sister'.

These Turkish phrases are like English "hyphen-words", or "compound-words". In Turkish the sign of the compound is the ending -(*s*)*i*, -(*s*)*ü*, and so on, attached to the second word. In English we often put a hyphen between the two words. We shall call such Turkish word groups *phrase-compounds*.

3. *Turkish equivalents of English "him, her, it, them", "the", and similar forms:*

In this unit we have seen the form *ònú* (onu):

onú‿gʸṓrmüyòrúm. Onu görmüyorum. *'I do not see* it.'

If we were talking about several things we would say:

onlar*i*‿gʸṓrmüyòrúm. Onları görmüyorum. *'I do not see* them.'

Now if we specified these *definite objects* about which we are talking, we should say, for example:

sùtű vé‿su*yú*‿gʸṓrmüyòrúm. Sütü ve suyu görmüyorum. *'I do not see* the *milk and* the *water*.'

Digitized by Google

Now compare these other sentences with similar forms:

sıcák‿suyú‿ákıtírmısınız? Sıcak suyu akıtırmısınız?	'*Will you draw* the *hot water?*'
kolónya‿şişesiní‿gʸétirírmísiníz? Kolonya şişesini getirirmisiniz?	'*Will you bring* the *eau de Cologne bottle?*'

The definite objects thus far specified are 'it, them, *the* water, *the* milk, *the* hot water, *the* eau de Cologne bottle'. We notice that Turkish considers 'it, them,' and the equivalents of the English forms with 'the' as all equally *definite*.

Now note the following:

yüzümú‿yıkamàk, dişlerimí‿óvmák‿ístiyòrùm. Yüzümu yıkamak, dişlerimi ovmak istiyorum.	'*I want to wash my face* (*and*) *brush my teeth.*'
saçlarımí‿tàramám‿lʸà:zìm. Saçlarımı taramam lâzım.	'*I have to comb my hair.*'

Turkish also considers the forms with the 'my, his, her, its, their, our, your' (possessive) endings as *definite* forms.

Note also the following:

saát‿ikʸiyí‿ón‿gʸéçiyòr. Saat ikiyi on geçiyor.	'*It's ten past* (*lit. passing*) *two.*'
saát‿yediyí‿béş‿gʸéçè. Saat yediyi beş geçe.	'*At five past* (*lit. passing*) *seven.*'
saát‿dördü‿ón‿gʸeçè. Saat dördü on geçe.	'*At ten past* (*lit. passing*) *four.*'
saát‿onú‿dókúz‿gʸéçè. Saat onu dokuz geçe.	'*At nine past* (*lit. passing*) *ten.*'

The hour of the day is also considered as a *definite* form. We have seen that these *definite objects*, to which we can refer in English directly with *the* . . ., or indirectly with *him*, *her*, *it*, or *them*, have a characteristic ending which we have italicized above. We may now summarize the forms with this ending:

	Column I				*Column II*		
				Group I			
i	dìşlʸérím	dişlerim	'*my teeth*'	:	dişlʸèrimí	dişlerimi	'*my teeth*'
e	bén	ben	'*I*'	:	bèní	beni	'*me*'

Digitized by Google

ü	yùzû́m	yüzüm	*'my face'*	: yùzümú́	yüzümü	*'my face'*
ö	dȍrt	dört	*'four'*	: dòrdú́	dördü	*'four'*
ı	sàçlárím	saçlarım	*'my hair(s)'*	: sáçlàrımí	saçlarımı	*'my hair(s)'*
a	ònlár	onlar	*'they'*	: ònlárí	onları	*'them'*
u	dòkúz	dokuz	*'nine'*	: dòkúzú	dokuzu	*'nine'*
o	ó(n)	o	*'he, she, it'*	: ònú	onu	*'him, her, it'*
	also:					
ü	sût	süt	*'milk'*	: sùtú́	sütü	'the *milk*'
o	ón	on	*'ten'*	: ònú	onu	*'ten'*

Group II

i	ìkʸí	iki	*'two'*	: ìkʸìyí	ikiyi	*'two'*
e	şìşé	şişe	*'bottle'*	: şìşéyí	şişeyi	'the *bottle*'
u	sú	su	*'water'*	: sùyú	suyu	'the *water*'
i	yèdí	yedi	*'seven'*	: yèdìyí	yediyi	*'seven'*

Group III

i	kolónyá‿şìşesì		*'eau de Cologne bottle'*	: kolónyá‿şìşesinì		'the *eau de Cologne bottle*'
	kolonya şişesi			: kolonya şişesini		
	also:					
ü	gʸȍkʸ‿yüzû		*'sky'*	: gʸȍkʸ‿yüzünû		'the *sky*'
	gök yüzü			: gök yüzünü		
ı	díş‿fırçasì		*'tooth brush'*	: díş‿fırçasınì		'the *tooth brush*'
	diş fırçası			: diş fırçasını		

We have already met all except the last two of these forms in the sentence examples above.

Note that the base of *ònú* 'him, her, it', is really **on*, which does not exist in this form as an independent

Digitized by Google

word. The existing form is *ó* 'he, she, it, that'. The form ***on** also appears in *ònlár* 'they', *ònún* 'his, her, its'.

Likewise, the form *bùnú* 'this', has a non-existent base ***bun**, which we find here, and in *bùnlár*, *bùnún*. The form *bú* is the existing base form.

If we compare Column I with Column II, in Group I, we see that the ending follows Vowel Harmony Type I: *-i*, *-ü*, *-ı*, *-u*.

If we compare Group I with Group II, we see that only after a *consonant* is this the ending. After a *vowel*, the ending is *-yi*, *-yü*, *-yı*, *-yu*.

If we then compare Group III with Groups I and II, we see that after the ending *-(s)i*, *-(s)ü*, *(s)ı*, *-(s)u*, 'his, her, its, their', the ending is *-ni*, *-nü*, *-nı*, *-nu*.

If we compare the English equivalents of Column I with those of Column II, we note that the difference expressed by this Turkish ending is usually not expressed in English.

We do, however, notice the difference between 'I' and 'me', 'they' and 'them', 'he, she, it', and 'him, her, them', or between 'milk', in general, and 'the milk', specifically.

In Turkish, all words which can be used in the positions, in the sentences above, there occupied by the forms *ònú*, *ònlárí*, *sütü*, *dişlʸèrimi*, *dördü*, and so on (whose English equivalents are 'it', 'them', '*the* milk', 'my teeth', 'four', and so forth), are considered to be definite objects, and always have the ending *-(y)i*, *-(y)ü*, *-(y)ı*, *-(y)u* or *-ni*, *-nü*, *-nı*, *-nu*, described above, and we shall call this ending, therefore, the ***definite objective ending***.

4. *Turkish equivalents of English words such as "doing, running, talking"*

In this unit we have seen the following:

tráş‿ólmanìz lʸá:zímmì? — *'Do you have to shave? (lit. Is your shaving necessary?)'*
Traş olmanız lâzımmı?

saçlarımi‿táramám‿lʸá:zìm. — *'I have to comb my hair (lit. my combing my hair is necessary).'*
Saçlarımı taramam lâzım.

Other similar sentences are:

şarabi‿içmém‿lʸá:zìm. — *'I have to drink the wine (lit. my drinking the wine is necessary).'*
Şarabı içmem lâzım.

gʸülʸmemiz‿lʸá:zìm. — *'We have to laugh (lit. our laughing is necessary).'*
Gülmemiz lâzım.

tarai‿búlmasí‿lʸá:zìm. — *'He has to find the comb (lit. his finding the comb is necessary).'*
Tarağı bulması lâzım.

Digitized by Google

Summarizing the above forms, such as "shaving", "combing", and so on, and adding a few more to complete the picture, we find:

	Column I				*Column II*		
				Group I			
i	iç- . . .	iç- . . .	*'drink'*	:	içmé	içme	*'drinking'*
e	ye- . . .	ye- . . .	*'eat'*	:	yèmé	yeme	*'eating'*
ü	gʸülʸ- . . .	gül- . . .	*'laugh'*	:	gʸùlʸmé	gülme	*'laughing'*
ö	gʸör- . . .	gör- . . .	*'see'*	:	gʸòrmé	görme	*'seeing'*
				Group II			
ı	çık- . . .	çık- . . .	*'go up'*	:	çìkmá	çıkma	*'going up'*
a	tara- . . .	tara- . . .	*'comb'*	:	tàrámá	tarama	*'combing'*
u	bul- . . .	bul- . . .	*'find'*	:	bùlmá	bulma	*'finding'*
o	traş‿ol- . . .	traş‿ol- . . .	*'shave'*	:	tráş‿ólmà	traş‿olma	*'shaving'*

If we compare Column I with Column II, and Group I with Group II, we find that the Turkish ending, which has as an English equivalent forms in "-ing", is *-me, -ma*, that is,

1. it follows Vowel Harmony Type II;
2. when this ending is the only one, the *strongest vowel* is the *vowel of the ending* itself.

This ending may be added to any *verb root*, and the resulting form is a *noun* to which one may add the 'my, his, her, its, our, your, their' (*possessive*) endings, as in the sentences above, or any of the other endings which one may add to nouns. Note, also, that these *-me, -ma*, nouns may be preceded by other nouns with the definite objective ending, just as the corresponding verb may be so preceded.

The resulting forms name the activity expressed by the verb roots, and so we shall call them action nouns, or more specifically *-me, -ma action nouns*.

We have seen these *-me, -ma* action nouns used above with the possessive endings in a construction with *lʸà:zím* (lâzım), to express the idea 'have to do something'. We shall see that they may also be used in other ways.

Digitized by Google

5. *Turkish equivalents of English forms "to do, to see, to come" and so forth*

yemék^{y}‿yemék^{y}‿istiyórmúsunùz? Yemek yemek istiyormusunuz?	*'Do you want to eat (lit. to eat a meal)?'*
bir‿şéy‿içmék^{y}‿istiyórmúsunùz? Bir şey içmek istiyormusunuz?	*'Do you want anything to drink (lit. to drink a thing)?'*
sizé‿iş‿vermék^{y}‿istiyòrúz. Size iş vermek istiyoruz.	*'We want to give you work.'*
sinémayà‿g^{y}itmék^{y}‿istiyòrúz. Sinemaya gitmek istiyoruz.	*'We want to go to the movies.'*
konúşmák‿istiyòrúz. Konuşmak istiyoruz.	*'We want to talk.'*
yikànmák, tráş‿olmák‿istiyòrúm. Yıkanmak, traş olmak istiyorum.	*'I want to wash (myself) (and) to shave.'*
bányo‿almák‿istiyórmúsunùz? Banyo almak istiyormusunuz?	*'Do you want to take a bath?'*
yálnız‿yüzümü‿yikamàk, dişl^{y}érimi‿ovmák‿istiyòrúm. Yalnız yüzümü yıkamak, dişlerimi ovmak istiyorum.	*'I just want to wash my face (and) brush my teeth.'*

Summarizing the above forms, such as "to eat', "to drink", "to give", and so forth, and adding a few more to round out the picture, we have:

	Column I				*Column II*		
			Group I				
i	iç- . . .	iç- . . .	*'drink'*	:	içmék^{y}	içmek	*'to drink'*
e	ye- . . .	ye- . . .	*'eat'*	:	yèmék^{y}	yemek	*'to eat'*

Digitized by Google

ü	gʸül^{ʸ}- . . .	gül- . . .	*'laugh'*	:	gʸùlʸmékʸ	gülmek	*'to laugh'*
ö	gʸör- . . .	gör- . . .	*'see'*	:	gʸòrmékʸ	görmek	*'to see'*
			Group II				
ı	çık- . . .	çık- . . .	*'go up'*	:	çìkmák	çıkmak	*'to go up'*
a	al- . . .	al- . . .	*'take'*	:	àlmák	almak	*'to take'*
u	konuş- . . .	konuş- . . .	*'talk'*	:	kónùşmák	konuşmak	*'to talk'*
o	ov- . . .	ov- . . .	*'brush'*	:	òvmák	ovmak	*'to brush'*

If we compare Column I with Column II, and Group I with Group II, we see that:

1. the ending equivalent to English "to" in forms such as "to do", "to see", and so on, is Turkish *-mekʸ, -mak;*
2. this ending follows Vowel Harmony Type II;
3. the *strongest vowel* is the *vowel of the ending* itself, when this is the only ending added to the verb root.

Since forms such as *ìçmékʸ* (içmek), *àlmák* (almak) and so forth, do not define or limit the verb root by a personal ending such as 'I, 'we', 'you', and so on, or by endings such as the momentary or the aorist, we shall call them not-limited or *infinitive* forms.

We have seen these infinitive forms used above before forms derived from the verb root *iste- . . .* 'want'. We shall later see infinitives used in other ways. They act much more like *nouns* than verbs, as we shall see. We have already seen one infinitive used exactly like a noun in a Turkish phrase-compound; the infinitive *yèmékʸ* (yemek) 'to eat' also means '[a] meal' and we see it used just like a noun in *yèmékʸ_vàktì* (yemek vakti) 'meal-time'.

2. Covering English and Turkish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Turkish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

Digitized by Google

Section C—Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Turkish. Check up on anything you do not know, until you are sure of everything.

3. Word Study Review (Individual Study)

Work through the following exercises. Do not write anything down. If you cannot do the work rapidly, review again the *Word Study*. Be prepared to do what is required when the Leader calls on you. Always repeat the entire expression, phrase or sentence as you work.

1. Change the verb forms in the following sentences from positive to *negative:*

1. gʸüzèlʸ‿bir‿fílʸím‿árıyálìm. Güzel bir filim arıyalım.
2. "évdè‿yók" déyínìz! "Evde yok" deyiniz!
3. bízím‿tóplántımızdà éylʸenívórlàr. Bizim toplantımızda eğleniyorlar.
4. érkʸén‿kálkalìm! Erken kalkalım!
5. yüzünüzü‿yıkáyínìz! Yüzünüzü yıkayınız!

2. Combine the nouns in Column I with those in Column II to form *phrase-compounds:*

Column I	
bányò	banyo
yűz	yüz
ṣàráp	ṣarap
sáç	saç
òtélʸ	otel
çòcúk	çocuk

Column II	
fìrçá	fırça
hàvlú	havlu
ṣìṣé	ṣişe
fìrçá	fırça
òdá	oda
yűz	yüz

Digitized by Google

kíz	kız
kúş	kuş
kíş	kış
kíz	kız
àkşám	akşam

3. Add the various *possessive* endings to the first and the last of the phrase-compounds in 2.

4. Add the corresponding forms of the *definite objective* ending to the nouns in parentheses in the following sentences:

   1. (gʸők^{k} yüzü)‿gʸörüyórmúsunùz? (Gök yüzü) görüyormusunuz?
   2. (díş fírçàm)‿gʸétirírmísinìz? (Diş fırçam) getirirmisiniz?
   3. (bùnlár)‿ánlámıyòrúm. (Bunlar) anlamıyorum.
   4. bú‿(sût)‿içérmísinìz? Bu (süt) içermisiniz?
   5. saàt‿(beş)‿ón‿gʸeçé‿gʸélʸecèk^{k}. Saat (beş) on geçe gelecek.

5. Complete the following sentences with the proper forms of the *-me, -ma action nouns*, based on the verb roots in parentheses:

   1. ónlár‿ílʸè bèním yávaş‿yavaş‿(konuş- . . .)‿lʸá:zım. Onlar ile benim yavaş yavaş (konuş- . . .) lâzım.

sés	ses
ét	et
gʸún	gün
ísím (ism-)	isim (ism-)
èlʸbí:sé	elbise

   2. hér‿gʸün onún‿érkʸén‿(kalk- . . .)‿lʸá:zım. Her gün onun erken (kalk- . . .) lâzım.
   3. yüzümüzü‿(yıka- . . .)‿lʸá:zım. Yüzümüzü (yıka- . . .) lâzım.
   4. sáàt‿bírdé sizín‿yémékʸ‿(ye- . . .)‿lʸá:zım. Saat birde sizin yemek (ye- . . .) lâzım.

6. Complete the following sentences with the proper forms of the *infinitives*, based on the verb roots in parentheses:

   1. şímdi‿işé‿(başla- . . .)‿ístiyórmúsunùz? Şimdi işe (başla- . . .) istiyormusunuz?
   2. sıcák‿suyú‿(akıt- . . .)‿ístérmísinìz? Sıcak suyu (akıt- . . .) istermisiniz?
   3. áhmét‿ílʸè toplantıyá‿(gʸit- . . .)‿ístémiyòrúm. Ahmet ile toplantıya (git- . . .) istemiyorum.
   4. yüzümú‿(yıka- . . .) (tráşta‿ol- . . .)‿ístiyòrúm. Yüzümü (yıka- . . .) (traş da ol- . . .) istiyorum.

Digitized by Google

4. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. *Tom Carr, speaking to his friend, says:*	
a. lʸútfèn, sıcák‿suyú‿ákıtírmısınìz?	Lûtfen, sıcak suyu akıtırmısınız?
b. lʸútfèn, parayı‿ákítınìz!	Lûtfen, parayı akıtınız!
2. *Ahmet, the friend, asks him:*	
a. elʸlʸerinizi‿yıkamák‿istiyórmúsunùz?	Ellerinizi yıkamak istiyormusunuz?
b. bányo‿almák‿istiyórmúsunùz?	Banyo almak istiyormusunuz?
3. *Tom explains why he wants the hot water:*	
a. yálnız‿yüzümû‿yıkamák‿istiyòrúm.	Yalnız yüzümü yıkamak istiyorum.
b. élʸbi:semi‿yıkamák‿istiyòrúm.	Elbisemi yıkamak istiyorum.
4. *Tom adds that he wants to brush his teeth:*	
a. dişlʸérimi‿ovmák‿istiyòrúm.	Dişlerimi ovmak istiyorum.
b. diş‿fırçami‿yikamák‿istiyòrúm.	Diş fırçamı yıkamak istiyorum.
5. *Ahmet finds the soap, but can't locate the tooth brush:*	
a. ištè‿sabúnunúz. diş‿fırçanìz nérédè?	İşte sabununuz. Diş fırçanız nerede?
b. ištè‿sabúnunúz. élʸbi:sé‿fırçanìz nérédè?	İşte sabununuz. Elbise fırçanız nerede?
6. *Tom tells him where to find it:*	
a. másanin‿altındàdir.	Masanın altındadır.
b. kʸüçükʸ‿çántamin‿içíndèdír.	Küçük çantamın içindedir.
7. *Ahmet asks Tom if he has to shave:*	
a. dişlʸerinizi‿ovmák‿lʸá:zímmì?	Dişlerinizi ovmak lâzımmı?
b. tráş‿olmanız‿lʸá:zímmì?	Traş olmanız lâzımmı?

Digitized by Google

8. *Tom says he does, and tells Ahmet where to find his shaving stuff:*

a. háyìr. ónú‿yápmàm lʸá:zìm‿déyílʸ. — Hayır. Onu yapmam lâzım değil.

b. évèt, maálʸésèf. tráş‿fírçàm, sàbúnúm vé‿ústúràm élʸbi:sé‿fırçasının‿yanındàdır. — Evet, maalesef. Traş fırçam, sabunum ve usturam elbise fırçasının yanındadır.

9. *Ahmet finds them and says:*

a. néredélʸèr? onları‿bulámıyórùm. — Neredeler? Onları bulamıyorum.

b. ìşté. — İşte.

10. *Tom then asks for his after-shaving lotion:*

a. şáráp‿şişésini gʸétiriniz, áhmèt! — Şarap şişesini getiriniz, Ahmet!

b. kolónyá‿şişésini gʸétirírmisiníz? — Kolonya şişesini getirirmisiniz?

11. *Ahmet brings it and Tom says:*

a. saçlarımı‿táramám‿lʸá:zìm. tárák nérédè? — Saçlarımı taramam lâzım. Tarak nerede?

b. onú‿içméyìn, áhmèt! — Onu içmeyin, Ahmet!

12. *Ahmet, a little weary, says:*

a. táràıníz, másanin‿üzérindè. — Tarağınız, masanın üzerinde.

b. onú‿aríyórùm! — Onu arıyorum!

13. *Tom, looking around, still doesn't locate it:*

a. gá:lʸíbà, ódà çántamin‿içíndè. — Galiba o da çantamın içinde.

b. onú‿gʸórmüyórùm! — Onu görmüyorum!

14. *Ahmet, disgusted, says:*

a. élʸinízdédìr. — Elinizdedir!

b. hávlunuzún‿altındàdir. — Havlunuzun altındadır.

Digitized by Google

Section D—Listening In

1. What Did You Say?

Give your answers in Turkish for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Turkish for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English. As a final check the Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C. 3).

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Turkish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. *Going out.*

Record 17A, after 4th spiral.

àhmét—	bú‿ákṣàm , néreyé‿gʸídiyòrsunúz?	Bu akşam nereye gidiyorsunuz?
òsmán—	bír‿tóplántıyá‿gʸídiyòrúm.	Bir toplantıya gidiyorum.
àhmét—	kʸímín‿tóplántısì?	Kimin toplantısı?
òsmán—	báy‿káyanín‿tóplántısì.	Bay Kayanın toplantısı.
àhmét—	saát‿káçtá‿gʸitmeníz‿lʸá:zım?	Saat kaçta gitmeniz lâzım?
òsmán—	bír‿sáát‿sònrá. sèkʸízdé.	Bir saat sonra. Sekizde.
àhmét—	kʸímín‿ilʸé‿gʸídiyòrsunúz?	Kimin ile gidiyorsunuz?
òsmán—	bír‿árkadáşım‿ilʸè.	Bir arkadaşım ile.
	fákàt, dáhá‿évvèlʸ yémékʸ‿yemékʸ‿ístiyòrúm.	Fakat, daha evvel yemek yemek istiyorum.
àhmét—	ótelʸín‿lʸokàntasındámı?	Otelin lokantasındamı?
òsmán—	évèt. búrádà.	Evet. Burada.

Digitized by Google

2. *Eating.*

òsmán—	şimdi‿yemékʸ‿yémékʸ‿lʸá:zìm.	Şimdi yemek yemek lâzım.
	lʸûtfèn, yemeyimi‿gʸetiriniz!	Lûtfen, yemeğimi getiriniz!
àhmét—	yemékʸ‿ilʸè bir‿şéy‿içmékʸ‿istiyórmúsunùz?	Yemek ile bir şey içmek istiyormusunuz?
òsmán—	évèt. bir‿şişé‿şáráp‿gʸetiriniz!	Evet, bir şişe şarap getiriniz!
àhmét—	bir‿şişé‿şarap‿çók‿déyílʸmi?	Bir şişe şarap çok değilmi?
òsmán—	háyìr. bén‿hér‿ákşàm ikʸí‿şişé‿içérim!	Hayır. Ben her akşam iki şişe içerim!

3. *Getting cleaned up.*

Record 17B, beginning.

òsmán—	èlʸimí, yüzümü‿yikamák‿istiyòrúm. lʸûtfèn sıcák‿suyú‿ákıtírmısınız?	Elimi yüzümü yıkamak istiyorum. Lûtfen sıcak suyu akıtırmısınız?
àhmét—	tráşta‿olmák‿istiyórmúsunùz?	Traş da olmak istiyormusunuz?
òsmán—	évèt. sıcák‿sù onún‿içínde‿lʸá:zìm.	Evet. Sıcak su onun için de lâzım.
àhmét—	havá‿çók‿sıcàk, bányoda‿almák‿istiyórmúsunùz?	Hava çok sıcak, banyo da almak istiyormusunuz?
òsmán—	évèt, fákàt váktìm‿yók.	Evet, fakat vaktim yok.
àhmét—	sàbún vé‿díş‿fırçanız nérédè?	Sabun ve diş fırçanız nerede?
òsmán—	kʸüçükʸ‿çántamın‿içíndelʸér.	Küçük çantamın içindeler.
	ústurámda‿onların‿yánındà.	Usturam da onların yanında.
	lʸûtfèn, onúdá‿gʸetiriniz.	Lûtfen, onu da getiriniz.
àhmét—	işté. búyrùn!	İşte. Buyrun!
	başká‿bir‿şéy‿istiyórmúsunùz?	Başka bir şey istiyormusunuz?
òsmán—	dişlʸérimí‿óvmàk, saçlarımı‿táramák‿istiyòrúm.	Dişlerimi ovmak, saçlarımı taramak istiyorum.
	lʸûtfèn, taraımi‿gʸetiriniz!	Lûtfen tarağımı getiriniz!

Digitized by Google

àhmét—	taraıniz‿nérédè?	Tarağınız nerede?
òsmán—	tàrák sáç vè‿él^{y}bi:sé‿fırçalarının‿yánindà.	Tarak saç ve elbise fırçalarının yanında.
àhmét—	òradà‿yók!	Orada yok!
òsmán—	másanın‿üzérindédir.	Masanın üzerindedir.
	háyır, óradáda‿deyil^{y}.	Hayır, orada da değil.
	gá:l^{y}ibà tràş‿aynasının‿áltındá.	Galiba traş aynasının altında.
àhmét—	búyrùn, ıştè‿kolónyà‿şişesidè.	Buyrun, işte kolonya şişesi de.
òsmán—	teşèk^{y}k^{y}úr‿edèrim.	Teşekkür ederim.
àhmét—	bir‿şèy‿dèyil^{y}.	Bir şey değil.

4. *At a party.*

òrhán—	mérhábà, áhmèt!	Merhaba, Ahmet!
àhmét—	mérhábà, órhàn!	Merhaba, Orhan!
	bú àrkadáşım, múzàffér.	Bu arkadaşım, Muzaffer.
òrhán—	müşérréf‿óldùm!	Müşerref oldum!
múzàffér—	kìzlár nérédè?	Kızlar nerede?
àhmét—	g^{y}üzél^{y}‿kizlàr dáima‿g^{y}éç‿g^{y}el^{y}irl^{y}èr.	Güzel kızlar daima geç gelirler.
òrhán—	kızlár‿çókmú‿g^{y}üzèl^{y}?	Kızlar çokmu güzel?
àhmét—	évèt, çók!	Evet, çok!

5. *The girls liven the party.*

l^{y}èyl^{y}á:—	mérhábà, çócúklàr!	Merhaba, çocuklar!
	bú‿ákşàm hávà‿g^{y}üzél^{y}, dèyil^{y}mì?	Bu akşam hava güzel, değilmi?
òrhán—	mérhábà, l^{y}éyl^{y}à:!	Merhaba, Leylâ!
	évèt, çók‿g^{y}üzèl^{y}! sízdè!	Evet, çok güzel! Siz de!
	dèyil^{y}mì, múzáffèr?	Değilmi, Muzaffer?

Digitized by Google

múzàffér—	évèt, çók!	Evet, çok!
	bizim‿tóplántımíz‿içín!	Bizim toplantımız için!
lʸèylʸá:—	teşékʸkʸúr‿edèrím!	Teşekkür ederim!
	fákàt àlʸíyé vé‿şûkʸrüyé gʸélʸiyórlármì?	Fakat Aliye ve Şükrüye geliyorlarmı?
àhmét—	évèt, gʸelʸíyórlàr.	Evet, geliyorlar.
	bír‿şéy‿içmékʸ‿istiyórmúsunùz, lʸéylʸà:?	Bir şey içmek istiyormusunuz, Leylâ?
lʸèylʸá:—	évèt, şaráp‿vármì?	Evet, şarap varmı?
òrhán—	évèt, kìrmizí![1]	Evet, kırmızı!
	üç‿şişé‿vàr!	Üç şişe var!
múzàffér—	háydi‿içélʸím!	Haydi içelim!
àhmét—	bén‿gʸétirírím!	Ben getiririm!

Section E—Conversation

1. Covering the Turkish in Basic Sentences (Individual Study)

Cover the Turkish of the *Basic Sentences* and practice saying the Turkish equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Turkish expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

[1] red (wine)

Digitized by Google

1. Getting ready for dinner.

Tom, reading a book, calls to his friend, Ahmet, asking him to draw the hot water, saying he wants to take a bath. Ahmet, observing that the weather is very hot, says he too wants to bathe. Tom tells him to take his first, saying he wants to shave. They call to each other for various things, and give each other directions as to where to find them.

2. At dinner.

Tom suggests that they go to the hotel restaurant for dinner. There they order, discuss what to drink with the meal, ask for cigarettes, matches, etc. They call for the check and leave. Tom says he wants to go to a movie, asks Ahmet if he wants to come along. Ahmet thanks him, but says he has something else to do.

Section F—Conversation (*Cont.*)

1. Conversation (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

2. Questions and Answers

First run through the *Listening In* once more. Then answer the following questions when the Guide asks you, or take turns asking them of others and answering them:

1.	1. bú‿ákṣàm osmán‿néreyé‿gʸídiyòr?	Bu akşam Osman nereye gidiyor?
	2. bú‿tóplántì kʸímín‿evíndè?	Bu toplantı kimin evinde?
	3. saát‿káçtá‿gʸitmesi‿lʸá:zìm?	Saat kaçta gitmesi lâzım?
	4. kʸímín‿ilʸé‿gʸídiyòr?	Kimin ile gidiyor?
	5. dáhá‿évvèlʸ né‿yapmák‿ístiyòr?	Daha evvel ne yapmak istiyor?
	6. néredé‿yemékʸ‿yemékʸ‿ístiyòr?	Nerede yemek yemek istiyor?
2.	7. şímdi‿né‿yapmák‿lʸá:zìm?	Şimdi ne yapmak lâzım?
	8. yémékʸ‿ílʸè osmán‿né‿ístiyòr?	Yemek ile Osman ne istiyor?
	9. çók‿déyílʸmì?	Çok değilmi?
	10. hér‿ákṣàm káç‿şişé‿içèr?	Her akşam kaç şişe içer?

Digitized by Google

3.	11. òsmán nelʸérinín yıkamák ístiyòr?	Osman nelerini yıkamak istıyor?
	12. àhmét né íçìn sıcák sú ákıtíyòr?	Ahmet ne için sıcak su akıtıyor?
	13. bú né íçínde lʸá:zìm?	Bu ne için de lâzım?
	14. hàvá bú gʸùn násìl?	Hava bu gün nasıl?
	15. ónún íçìn başká né yapmákta lʸá:zìm?	Onun için başka ne yapmak da lâzım?
	16. osmanin vakti vármì?	Osmanın vakti varmı?
	17. sàbún vé díş fırçasì nérédè?	Sabun ve diş fırçası nerede?
	18. ónlarín yánindà né vàr?	Onların yanında ne var?
	19. kʸím onúda gʸetíriyòr?	Kim onu da getiriyor?
	20. òsmán başká né ístiyòr?	Osman başka ne istiyor?
	21. kʸímín tárаì?	Kimin tarağı?
	22. tárák ílʸè né yapmák ístiyòr?	Tarak ile ne yapmak istiyor?
	23. àhmét tarаi búluyórmù?	Ahmet tarağı buluyormu?
	24. tárák nérédè?	Tarak nerede?
	25. órada yókmù?	Orada yokmu?
	26. gá:lʸíbà nérédè?	Galiba nerede?
	27. àhmét neyídé gʸetíriyòr?	Ahmet neyi de getiriyor?
4.	28. àhmét kʸímín misá:firì?	Ahmet kimin misafiri?
	29. áhmét ílʸè toplantıyá kʸím gʸídiyòr?	Ahmet ile toplantıya kim gidiyor?
	30. kızlár óradàmi?	Kızlar oradamı?
	31. bú kizlàr çókmú gʸüzèlʸ?	Bu kızlar çokmu güzel?
5.	32. gʸüzélʸ kizlàr dáima né yapárlàr?	Güzel kızlar daima ne yaparlar?
	33. şímdi kʸím gʸélʸiyòr?	Şimdi kim geliyor?
	34. havá násìl?	Hava nasıl?
	35. kʸímdè?	Kim de?

Digitized by Google

36. né‿içìn?	Ne için?
37. kʸiml'érdè‿gʸél'iyórlàr?	Kimler de geliyorlar?
38. l'èyl'á: né‿içmékʸ‿ístiyòr?	Leylâ ne içmek istiyor?
39. káç‿şişé‿kırmızı‿şaráp‿vàr?	Kaç şişe kırmızı şarap var?
40. kʸím‿onú‿gʸetíriyòr?	Kim onu getiriyor?

FINDER LIST

We include the conventional spelling in parentheses after each entry.

akıt- . . . (akıt- . . .) (aor. *-ır-*)
- ákítınìz! (akıtınız!)
- ákıtírmısınìz? (akıtırmısınız?)
- párá‿akìtıniz! (para akıtınız!)

al- . . . (al- . . .) (aor. *-ır-*)
- bányó‿álmàk (banyo almak)

**alt-* (*alt-)
- àltí (altı)
- áltìndá (altında)
- hávlunún‿áltindà (havlunun altında)

àyná (ayna)
- tráş‿áynasì (traş aynası)

bányò (banyo)
- bányó‿álmàk (banyo almak)

bul- . . . (bul- . . .) (aor. *-ur-*)
- bulámıyòrúm (bulamıyorum)

draw (lit. make run)
- draw! spend! squander!
- will you draw [it]?
- squander money!

take
- to take a bath

under side, bottom
- its bottom
- (on the) under (side of) (lit. at its under side)
- under the towel

mirror
- shaving mirror

bath
- to take a bath

find
- I can't find [it]

Digitized by Google

**bu(n)* (non-existent base)	this
bùnlár (bunlar)	these
bùnú (bunu)	this
bùnún (bunun)	this one's, of this
çántà (çanta)	bag
dí̇ş (diş)	tooth
dí̇ş‿fírçàm (diş fırçam)	my tooth brush
dí̇ş‿fírçanìz (diş fırçanız)	your tooth brush
dí̇ş‿fírçasì (diş fırçası)	tooth brush
ėlʸbì:sé (elbise)	clothing
ėlʸbi̇:sé‿fírçasì (elbise fırçası)	clothes brush
fìrçá (fırça)	brush
gá:lʸi̇bà (galiba)	perhaps
gʸetir- . . . (getir- . . .) (aor. *-ir-*)	bring
hìzmét (hizmet)	service
hi̇zmètçí (hizmetçi)	servant
hi̇zmètçilʸí̇kʸ (hizmetçilik)	servant's work
ìçí̇n (için)	for
ȯnún‿i̇çìn (onun için)	for that
ȯnún‿içìndė (onun için de)	for that, too
í̇ç (iç)	inside, interior
ìçí (içi)	its inside

Digitized by Google

içìndé (içinde)
çántamin‿içíndè (çantamın içinde)
içìndélʸér (içindeler)

ìşté (işte)

kìrmizí (kırmızı)

kólónyà (kolonya)
kolónyà‿şíşesì (kolonya şişesi)

kʸüçük (küçük)

lʸà:zím (lâzım)
lʸa:zım‿ol- . . . (lâzım ol- . . .) (aor. *-ur-*)

másà (masa)

nérédè (nerede)
néredélʸèr? (neredeler?)

**o(n)* (non-existent base)
ònlár (onlar)
ònú (onu)
ònún (onun)

ov- . . . (ov- . . .) (aor. *-ar-*)

sàbún (sabun)

sáç (saç)
sàçlár (saçlar)

(on the) in(side of) (lit. on its inside)
in my bag
they [are] inside

here is (are)

red

(eau de) Cologne
eau de Cologne bottle

small, little

necessary
be necessary

table

where
where [are] they?

he, she, it; that
they; those
him, her, it; that
his, her, its; that one's

brush; rub

soap

hair
hair(s)

Digitized by Google

sìcák (sıcak)	hot
şìşé (şişe)	bottle
kolónyá‿şíşesì (kolonya şişesi)	eau de Cologne bottle
tara- . . . (tara- . . .)	comb
tàrámá (tarama)	combing
tàrák (tarak)	comb
tàráí (tarağı) (definite objective)	the comb
táràıníz (tarağınız)	your comb
tòplántí (toplantı)	party
tóplàntıyá (toplantıya)	to [the] party
tráş (traş)	shaving
tráş‿áynanìz (traş aynanız)	your shaving mirror
tráş‿áynasì (traş aynası)	shaving mirror
tráş‿fírçasì (traş fırçası)	shaving brush
traş‿ol- . . . (traş ol- . . .) (aor. *-ur-*)	shave
tráş‿ólmà (traş olma)	shaving
ústúrà (ustura)	razor
**üzer-* (*üzer-)	top
ùzérí (üzeri)	top
üzérìndé (üzerinde)	on (top of) (lit. on its top)
másanin‿üzérindè (masanın üzerinde)	on (lit. top of) [the] table

Digitized by Google

vàkít (vakit)
váktim‿yók (vaktim yok)
time
I haven't time (lit. my time there isn't)

yán (yan)
yànî (yanı)
yánìndá (yanında)
élʸbi:sé‿fırçasının‿yanındà (elbise fırçasının yanında)
side
its side
beside (lit. at the side of, at its side)
beside (lit. at the side of) the clothes brush

yıka- . . . (yıka- . . .)
wash

Digitized by Google

UNIT 9

LET'S EAT

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, then do the *Hints on Pronunciation;* go once through the *Basic Sentences* individually, and then read the *Hints on Spelling*. The last time through individually, notice also the *Conventional Spelling*.

1. Basic Sentences

Mr. Kaya and Mr. Metin go to dinner.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL TURKISH SPELLING
	Mr. Metin	
Record 18A, beginning.		
It's seven o'clock.	sáàt‿yédí.	Saat yedi.
my stomach	kàrním.	karnım
[*it's*] *hungry*	áç.	aç
I'm hungry.	kárním‿àç.	Karnım aç.
	Mr. Kaya	
Here's a good restaurant.	iştè‿iyí‿bír‿lʸókántà.	İşte iyi bir lokanta.
Let's go in!	gʸìrèlʸím!	Girelim!

Digitized by Google

	Mr. Metin	
waiter	gàrsón.	garson
to us	bìzé.	bize
the menu	yémékʸ‿lʸìstesini.	yemek listesini
bring it!	gʸetíriniz!	getiriniz!
Waiter, please bring us the menu!	gársòn, lʸúftfèn bizé‿ye-mékʸ‿lʸistesini‿gʸetiriniz!	Garson, lûtfen bize yemek listesini getiriniz!
	Waiter	
a minute	bír‿daki:kà.	bir dakika
permit [me]!	müsáadé‿èdiniz!	müsaade ediniz!
Excuse me for a moment, please!	lʸúftfèn, bír‿daki:kà müsáadé‿èdiniz!	Lûtfen, bir dakika müsaade ediniz!
	Mr. Metin	
What do you want to eat?	siz‿né‿yemékʸ‿istiyòrsunúz?	Siz ne yemek istiyorsunuz?
	Mr. Kaya	
chicken	tàvúk.	tavuk
they make	yapíyórlàr.	yapıyorlar
They make very good chicken here.	búrádà çók‿iyi‿tá-vúk‿yápıyórlàr.	Burada çok iyi tavuk yapıyorlar.
	Mr. Metin	
I don't happen to like [it]	sévmiyòrúm.	sevmiyorum
I don't happen to like chicken.	bén tavúk‿sévmiyòrúm.	Ben tavuk sevmiyorum.
fish	bàlík.	balık
I want fish.	bálík‿istiyòrúm.	Balık istiyorum.

Digitized by Google

	Mr. Kaya	
O. K. The fish is nice here, too.	pék^{y}‿i̇yì. búrada‿balíktá‿g^{y}üzèl^{y}di̇r.	Pek iyi. Burada balık da güzeldir.
	Waiter	
order!	émrèdi̇n!	emredin!
Your orders, gentlemen!	émrèdi̇n, éféndìm!	Emredin, efendim!
	Mr. Kaya	
A chicken!	bìr‿távúk!	Bir tavuk!
	Waiter	
your chicken	tavùúnuzú.	tavuğunuzu
How do you want your chicken?	tavuunuzú‿násil‿i̇stiyòrsunúz?	Tavuğunuzu nasıl istiyorsunuz?
Boiled?	hàşlánmíş?	Haşlanmış?
	Mr. Kaya	
fried	kizàrmíş.	kızarmış
No, I want it fried.	háyìr, kızármíş‿i̇stiyòrúm.	Hayır, kızarmış‿istiyorum.
	Waiter	
You?	si̇z?	Siz?
	Mr. Metin	
I want fish.	bálík‿i̇stiyòrúm.	Balık istiyorum.
	Waiter	
What kind?	né‿cìns?	Ne cins?
	Mr. Metin	
Black Sea anchovies.	hàmsi̇.	Hamsi.

Digitized by Google

As the waiter goes out:

Waiter

Record 18B, beginning.

I put	kòydúm.	koydum
into [the] pan	tàvâyá.	tavaya
[it] began	bàşládí.	başladı
to jump	hóplàmayá.	hoplamaya
I put anchovies into the pan, and they began to jump.	hámsi‿kóydùm tàvayádà, bàşládí hóplàmayá.	Hamsi koydum tavaya da başladı hoplamaya.

Mr. Kaya

with [a] song	şárkí‿ilʸè.	şarkı ile
we'll eat	yémékʸ‿yiyecèyiz.	yemek yiyeceğiz
We'll have music with our dinner.	şárkí‿ilʸè yémékʸ‿yiyecèyiz.	Şarkı ile yemek yiyeceğiz.

Waiter

What else do you want?	başká‿né‿arzù‿ediyórsunuz?	Başka ne arzu ediyorsunuz?

Mr. Kaya

Fried potatoes.	kızarmiş‿pátátès.	Kızarmış patates.

Mr. Metin

salad	sálátà.	salata
I *want salad.*	bén salátá‿istiyòrúm.	Ben salata istiyorum.

Waiter

(one's going) to drink	içécékʸ.	içecek
Do you want something to drink?	içecékʸ‿bir‿şéy‿istiyórmúsunùz?	İçecek bir şey istiyormusunuz?

Digitized by Google

red	kìrmizí.	kırmızı
Yes, I want red wine.	évèt, kırmızi_ṣáráp_istiyòrúm.	Evet, kırmızı şarap istiyorum.
	Mr. Metin	
and to me	bánádà.	bana da
And bring me beer, please!	bánádà, lʸûtfèn, bí-rá_gʸetìriniz!	Bana da, lûtfen, bira getiriniz!
	Waiter	
(from) the meal	yémèkʸtén.	yemekten
after	sónrà.	sonra
fruit	mèyvá.	meyva
After dinner do you want fruit and coffee?	yemékʸtén_sònrá mèyvá vé_kahvé_istiyórmúsunùz?	Yemekten sonra meyva ve kahve istiyormusunuz?
	Mr. Kaya	
orange[s]	pòrtákál.	portakal
apple[s]	èlʸmá.	elma
Yes. Orange and apples.	évèt. pòrtákál vé_èlʸmá.	Evet. Portakal ve elma.
	Mr. Metin	
without sugar	ṣékʸèrsíz.	şekersiz
let [it] be!	òlsún!	olsun!
My coffee without sugar!	bénim_kàhvèm ṣekʸérsíz_ólsùn!	Benim kahvem şekersiz olsun!
	Mr. Kaya	
mine	bénìmkʸí.	benimki
with sugar	ṣékʸèrlʸí.	şekerli
Mine with sugar.	bénìmkʸí ṣékʸèrlʸí.	Benimki şekerli.

Digitized by Google

my coffee	kàhvémí.	kahvemi
sweet (*lit. tasty*)	tàtlí.	tatlı
I like [*it*]	sévérìm.	severim
I like my coffee sweet.	bén kahvemi‿tàtlí‿sevèrìm.	Ben kahvemi tatlı severim.

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

There is one small difference between Turkish *t, d, s, z, n, l*^{y}, *l, r* and the corresponding English sounds. When one pronounces them in English, the tip of the tongue (in the case of *t, d, n, l*), or the part just behind the tip (in the case of *s, z, r*), approaches or rests on the gums above the upper teeth. In Turkish, however, the tip of the tongue (*t, d, n, l, r*) or the part just behind the tip (*l*^{y}, *s, z*), approaches or rests on the upper teeth themselves. To acquire this pronunciation, we should try to push the tongue a bit forward, until we feel the teeth.

PRACTICE 1 **Record 19A, beginning.**

(ENGLISH)	*(TURKISH)*
potatoes	pa*t*á*t*ès.
potatoes	pa*t*á*t*ès.
potatoes	pa*t*á*t*ès.

Turkish *ç, c, ş* are also pronounced in this way, with the tongue moved forward. Here are examples for practice:

PRACTICE 2 **Record 19A, after 1st spiral.**

*t*àvúk.	tavuk	(*chicken*)
öté.	öte	(*other side*)
ká*t*.	kat	(*floor, storey*)

Digitized by Google

*d*áimà.	daima	(*always*)
hà*d*émé.	hademe	(*janitor*)
*s*é*s*.	ses	(*sound*)
*z*á:*t*.	zat	(*gentleman*)
kìz.	kız	(*girl*)
á*nn*è.	anne	(*mother*)
è*l*ʸ*l*ʸér.	eller	(*hands*)
à*ll*áh.	Allah	(*God*)
müşè*rr*éf.	müşerref	(*honored*)
çò*c*úk.	çocuk	(*boy*)
şìşé.	şişe.	(*bottle*)

We have seen a number of cases of pairs of identical consonants. One must be very careful to "hold" such consonants a little longer than the simple ones, or confusion may result. Compare:

PRACTICE 3 **Record 19A, after 2nd spiral.**

è*l*ʸí.	eli	(*his hand*)
è*l*ʸ*l*ʸí.	elli	(*fifty*)
è*l*ʸí.	eli	(*his hand*)
è*l*ʸ*l*ʸí.	elli	(*fifty*)
è*l*ʸí.	eli	(*his hand*)
è*l*ʸ*l*ʸí.	elli	(*fifty*)

Here are the cases of paired or *double consonants* which we have met thus far:

PRACTICE 4 **Record 19A, after 3rd spiral.**

à*ll*áh.	Allah	(*God*)
teşè*k*ʸ*k*ʸûr‿edèrim.	teşekkür ederim	(*thank you*)

Digitized by Google

ìráhmétt.	Ahmettir	([*it*]*'s Ahmet*)
mŭṣèrréf.	müṣerref	(*honored*)
hàkkí.	Hakkı	(*Hakki*)
ánnè.	anne	(*mother*)
múzàffér.	Muzaffer	(*Muzaffer*)
kárdeṣímmídìr?	kardeṣimmidir?	(*is* [*it*] *my brother?*)
dáhá ◡évvèl^{y}.	daha evvel	(*first*)

In Unit 1, we commented on the pronunciation of groups of vowels, pointing out they were to be pronounced clearly, one after the other and not run together. We gave as an example *sàát* (saat) 'hour'. Words like *saat* (conventional spelling) are sometimes pronounced (by over-careful speakers) with a *catch in the throat* between the two vowels. This catch may also be heard in words such as *sànát* 'art', between the *n* and the *a*. If one listens carefully, one may also occasionally hear it before any word which begins with a vowel, especially in groups of words, the first of which ends, and the second of which begins with a vowel. Here are examples of this catch which we have seen thus far. We shall indicate it here with an apostrophe.

PRACTICE 5 **Record 19A, after 4th spiral.**

dá'ímà.	daima	(*always*)
'ísmà'íl^{y}.	İsmail	(*Ishmael*)
ma'ál^{y}ésèf.	maalesef	(*unfortunately*)
müsà'adé.	müsaade	(*permission*)
sà'át.	saat	(*hour*)
né ◡'ò?	ne o	(*what's that*)
dáhá ◡'évvèl^{y}.	daha evvel	(*first*)
sàn'át.	san(')at	(*art*)

Before you go through the *Basic Sentences* a third time, read the following:

Digitized by Google

3. Hints on Spelling

Note the following differences between the *Aids to Listening* and the *Conventional Spelling*.

AIDS TO LISTENING	*CONVENTIONAL SPELLING*
	(optional) ' : (') optional
Examples:	
sà'át	saat
dá'ìmà	daima
ma'álʸésèf	maalesef
'ìsmá'ílʸ	İsmail
müsà'adé	müsaade
né‿'ò	ne o
dáhá‿'évvèlʸ	daha evvel
sàn'át	san(')at

Since the catch in the throat may or may not be pronounced, we have not bothered to indicate it in the *Aids to Listening* except here and in the previous section of *Hints on Pronunciation*, and we shall not indicate it elsewhere, with one exception. We note here that in the *Conventional Spelling*, in a word like *sàn'át*, the apostrophe is sometimes written. In this case the apostrophe acts just like any other consonant and goes with the following vowel, so that the word is divided *san-at*. We shall follow this custom consistently, and shall always write the apostrophe in such cases, both in our *Aids to Listening* and in the *Conventional Spelling* although the latter may frequently omit it, and it may frequently, in rapid speech, go unpronounced. This is our first note on our *Standardized Conventional Spelling* which we shall outline in Unit 11, and which we shall use for everything from Unit 13 on.

Section B—Word Study and Review of Basic Sentences

1. Word Study (Individual Study)

1. *Turkish equivalents of English "calling"-words such as, "Oh, John!"*

Here are some of the examples we have seen thus far:

Digitized by Google

Column I				*Column II*		
çócùklár	çocuklar	'*children*'	:	çócúklàr!	Çocuklar!	'*Children!*'
múzàffér	Muzaffer	'*Muzaffer*'	:	múzáffèr!	Muzaffer!	'*Muzaffer!*'
çòcúúm	çocuğum	'*my child*'	:	çócúùm!	Çocuğum!	'*My child!*'
àhmét	Ahmet	'*Ahmet*'	:	áhmèt!	Ahmet!	'*Ahmet!*'
gàrsón	garson	'*waiter*'	:	gársòn!	Garson!	'*Waiter!*'
bàylár	baylar	'*gentlemen*'	:	báylàr!	Baylar!	'*Gentlemen!*'
ánnè	anne	'*mother*'	:	ánnè!	Anne!	'*Mother!*'

If we compare Column I with Column II, we see that the calling-forms in Column II are all followed by the exclamation mark (!). This is the basic difference. We also notice, however, that in every case, except the last one, in Column I the strongest vowel is the last one, whereas in Column II, it is the *next to the last.* In the case of *ánnè*, in Column I the strong vowel was already the next to the last, so that all that marks the "call-form" is the exclamation mark (!). In words whose last vowel is strong, therefore, the "call-form" has the next to the last vowel strong. In words where any vowel *not* the last is strong, the "call-form" makes no change, other than to change the tone of voice from statement to exclamation.

We shall name these "call-forms" *vocative* forms.

2. *Turkish equivalents of English forms such as "I'll go"*

a. We have already met the following cases:

6 sónrà‿gʸélʸecèkʸ.	O sonra gelecek.	'*She'll come later.*'
·télʸdémi‿yemékʸ‿yíyecèkʸsiníz?	Oteldemi yemek yiyeceksiniz?	'*Will you eat at the hotel?*'
.rkí‿ílʸè yémékʸ‿yíyecèyíz.	Şarkı ile yemek yiyeceğiz.	'*We'll eat with music (lit. a song).*'
ıçecékʸ‿bír‿şéy‿ístiyórmúsunùz?	İçecek bir şey istiyormusunuz?	'*Do you want something to drink (lit. a "one's-going-to-drink" thing)?*'

Digitized by Google

Summarizing these forms and rounding them out with a few others, we find:

	Column I				*Column II*		
			Group I				
i	gʸit- . . .	git- . . .	*'go'*	:	gʸidecéyìm	gideceğim	*'I'll go'*
e	gʸelʸ- . . .	gel- . . .	*'come'*	:	gʸélʸecèkʸlʸér	gelecekler	*'they'll come'*
ü	gʸülʸ . . .	gül- . . .	*'laugh'*	:	gʸülʸecéyìz	güleceğiz	*'we'll laugh'*
ö	gʸör- . . .	gör- . . .	*'see'*	:	gʸörécékʸ	görecek	*'[he]'ll see [it]'*
			Group II				
ı	akıt- . . .	akıt- . . .	*'draw'*	:	akitacáksinìz	akıtacaksınız	*'you'll draw'*
a	toplan- . . .	toplan- . . .	*'gather'*	:	tópl̀anacàklár	toplanacaklar	*'they'll gather'*
u	konuş- . . .	konuş- . . .	*'talk'*	:	kónùşacáiz	konuşacağız	*'we'll talk'*
o	ol- . . .	ol- . . .	*'be'*	:	òlácák	olacak	*'[it]'ll be'*
e	ye- . . .	ye- . . .	*'eat'*	:	yìyecéyìz	yiyeceğiz	*'we'll eat'*
a	başla- . .	başla- . . .	*'start'*	:	bàşliyacák	başlıyacak	*'[he]'ll start'*

If we compare Group I with Group II, we see that the ending of these "I'll go" forms:

1. follows Vowel Harmony Type I;
2. is *-ecekʸ-*, *-acak-* after consonants;
3. is *-yecekʸ-*, *-yacak-* after vowels.

Note 1: Verb roots which end in *e* change it to *i*, those in *a* to *ı*, before the initial *-y-* of this ending.

Note 2: The *-k-* final in *-ecekʸ-* changes to *-y-*, in *-acak-* disappears, before personal endings beginning with a vowel (*-im*, *-ız*):

gʸìdécékʸ	gidecek	:	gʸidecéyìm	gideceğim
kónùşacák	konuşacak	:	konúşacáìz	konuşacağız

We shall call this ending, which refers to future time, the *future* ending.

Digitized by Google

b. Here we see these future forms with the *negative* ending:

Column I				*Column II*		
gʸidecéyim	gideceğim	*'I'll go'*	:	gʸitmiyecèyim	gitmiyeceğim	*'I'll not go'*
gʸélʸecèkʸlʸér	gelecekler	*'they'll come'*	:	gʸélʸmiyecékʸlʸèr	gelmiyecekler	*'they'll not come'*
gʸülʸecéyiz	güleceğiz	*'we'll laugh'*	:	gʸúlmiyecèyiz	gülmiyeceğiz	*'we'll not laugh'*
gʸórécékʸ	görecek	*'[he]'ll see [it]'*	:	gʸórmiyecèk	görmiyecek	*'[he]'ll not see [it]'*
akitacáksinìz	akıtacaksınız	*'you'll draw'*	:	akítmıyacàksıniz	akıtmıya-caksınız	*'you'll not draw'*
tóplánacàklár	toplanacaklar	*'they'll gather'*	:	tóplánmıyacáklàr	toplanmıya-caklar	*'they'll not gather'*
konúşacáìz	konuşacağiz	*'we'll talk'*	:	konúşmıyacàiz	konuşmı-yacağız	*'we'll not talk'*
òlácák	olacak	*'[it]'ll be'*	:	ólmiyacàk	olmıyacak	*'[it]'ll not be'*

From the comparison of the forms in Column I and II, we see:

1. that the negative ending *-me-*, *-ma-* comes immediately after the verb root;
2. is followed by the form of the future ending after a vowel, *-yecekʸ-*, *-yacak-;*
3. the *e* and *a* of the negative have become *i* and *ı*, before the *y* of the future;
4. the *strongest vowel* comes immediately before the negative ending; it is more important than other strong vowels of the base forms, which weaken to second and third place.

c. Now let us compare the following *interrogative* forms:

Column I				*Column II*		
gʸidecéyim	gideceğim	*'I'll go'*	:	gʸidecékʸmi-yim?	gidecekmi-yim?	*'will I go?'*
gʸélecèkʸlʸér	gelecekler	*'they'll come'*	:	gʸélʸecékʸ-lʸérmi?	geleceklermi?	*'will they come?'*

Digitized by Google

gʸůlʸecéyìz	güleceğiz	*'we'll laugh'*	: gʸůlʸecékʸ-miyìz?	gülecekmiyiz?	*'will we laugh?'*
gʸȍrécékʸ	görecek	*'[he]'ll see [it]'*	: gʸȍrecékʸmì?	görecekmi?	*'will [he] see [it]?'*
akıtacáksınìz	akıtacaksınız	*'you'll draw'*	: akıtacákmı-sınìz?	akıtacakmı-sınız?	*'will you draw?'*
tóplánacàklár	toplanacaklar	*'they'll gather'*	: tóplánacák-lármì?	toplanacak-larmı?	*'will they gather?'*
konúşacáìz	konuşacağiz	*'we'll talk'*	: konúşacák-miyìz?	konuşacak-mıyız?	*'will we talk?'*
ȍlácák	olacak	*'[it]'ll be'*	: ȍlacákmì?	olacakmı?	*'will [it] be?'*

If we compare the forms in Columns I and II, we see:

1. that the interrogative ending comes immediately after the future ending; or after the personal ending *-lʸer*, *-lar*, 'they', when the form has that ending;
2. that those personal endings which do not always begin in a consonant, have the form with *-y-* which occurs after a vowel (*-yim*, *-yiz*);
3. and that the *strongest vowel* comes immediately before the interrogative ending and happens in these forms to coincide with the strongest vowel of the base forms.

d. Finally, let us compare the following *interrogative negative* forms:

Column I				*Column II*	
gʸítmìyecè-yim	gitmiyece-ğim	*'I'll not go'*	: gʸítmìye-cèkʸmiyìm?	gitmiye-cekmiyim?	*'will I not go?'*
gʸélʸmiye-cékʸlʸèr	gelmiye-cekler	*'they'll not come'*	: gʸélʸmiye-cékʸlʸèrmì?	gelmiye-ceklermi?	*'will they not come?'*
konúşmıya-càksiniz	konuşmıya-caksınız	*'you'll not talk'*	: konúşmıyacàk-mısiniz?	konuşmıya-cakmısınız?	*'will you not talk?'*

Digitized by Google

gʸûlʸmiyecèyi̇z	gülmiyeceğiz	*'we'll not laugh'*	:	gʸûlʸmiyecèkʸ-miyi̇z?	gülmiyecek miyiz?	*'will we not laugh?'*
ólmiyacàk	olmıyacak	*'[it]'ll not be'*	:	ólmiyacàkmi?	olmıyacakmi?	*'will [it] not be?'*

If we compare Column I with Column II, we see that the *strongest vowel* comes immediately before the negative ending and is thus more important than the strong vowel just before the interrogative ending; this last one is reduced to second place, and all the other strong vowels to third place.

e. In the sentence

içecèkʸ‿bi̇r‿şéy‿i̇stiyórmúsunùz? (İçecek bir şey istiyormusunuz?)

'Do you want something to drink (lit. a "one's-going-to-drink" thing)?'

we find a form *i̇çécékʸ* (içecek) which looks like *i̇çécékʸ* (içecek) 'he (she, it) will drink' used before *bi̇r‿şéy* (bir şey) but which means rather "one's going to drink" and is used to tell us *what kind of a thing* one wants. The use of a *verb* form *before* a *noun* form in this fashion, is entirely parallel to the use of one noun form before another in *gʸüzèlʸ‿bi̇r‿kíz* (güzel bir kız) so that here *i̇çécékʸ* (içecek) is parallel to *gʸüzélʸ* (güzel), and therefore is used as a noun. We shall find many similar cases of verb forms used as nouns, dependently, or as here, to qualify other nouns.

3. *Turkish word equivalents of English "with" and "without" phrases*

In this and previous units we have seen forms like *èvlʸí* (evli) 'married', *şékʸèrlʸí* (şekerli) 'with sugar', *şékʸèrsi̇z* (şekersiz) 'without sugar'. If we tabulate these with others, we find:

	Column I				*Column II*	
			Group I			
i	dí̇ş	diş	*'tooth'*	: dı̀şlʸí	dişli	*'toothed'*
e	év	ev	*'house'*	: èvlʸí	evli	*'married (lit. housed)'*
a	tráş	traş	*'shaving'*	: tràşlí	traşlı	*'shaven'*
u	çòcúk	çocuk	*'child'*	: çócùklú	çocuklu	*'with child(ren)'*
o	bányò	banyo	*'bath'*	: bányólù	banyolu	*'with bath'*

Digitized by Google

				Group II			
i	díş	diş	*'tooth'*	:	dìşsíz	dişsiz	*'toothless'*
e	şèkʸér	şeker	*'sugar'*	:	şėkʸèrsíz	şekersiz	*'without sugar'*
a	tráş	traş	*'shaving'*	:	tràşsíz	traşsız	*'unshaven'*
u	çòcúk	çocuk	*'child'*	:	çócùksúz	çocuksuz	*'childless'*
o	bányò	banyo	*'bath'*	:	bányósùz	banyosuz	*'without bath'*

If we compare Column I with Column II and Group I with Group II, we see that the "with" ending in Group I is *-lʸi, -lʸü, -lı, -lu*, and the "without" ending in Group II is *-siz, -süz, -sız, -suz*, that is, they both follow Vowel Harmony Type I. In both cases the ending *vowel* is *strongest* if the last vowel of the base form is strongest. If some other vowel of the base form is strongest, however, as in *bányò* (banyo), the base vowel remains strongest, and the vowel of the ending becomes second strongest.

The ending *-lʸi, -lʸü, -lı, -lu* usually seems to attribute something or other to the word which follows it: *şekʸėrlʸi‿kàhvè* (şekerli kahve) 'coffee with sugar, sugared coffee', so we shall call it the attributive ending, or more specifically, the *-li, -lü, -lı, -lu attributive* ending.

The ending *-siz, -süz, -sız, -suz* usually seems to deprive the word which follows it of something or other: *şekʸėrsíz‿kàhvè* (şekersiz kahve) 'coffee without sugar, sugarless coffee', so we shall call it the *privative* ending.

2. Covering English and Turkish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the Turkish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

Section C—Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

Digitized by Google

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Turkish. Check up on anything you do not know, until you are sure of everything.

3. Word Study Review (Individual Study)

Work through the following exercises. Do not write anything down. If you cannot do the work rapidly, review again the *Word Study*. Be prepared to do what is required when the Leader calls on you. Always repeat the entire expression, phrase or sentence as you work.

1. Complete the following sentences by supplying the proper *vocative* form of the noun in parentheses:

1. (lʸèylʸá:)! bú‿àkṣàm gʸelʸírmísinìz?
   (Leylâ)! Bu akşam gelirmisiniz?
2. néreyé‿gʸídiyòrsunúz, (òsmán)?
   Nereye gidiyorsunuz, (Osman)?
3. gʸőrüyórmúsunùz, (àyşé)?
   Görüyormusunuz, (Ayşe)?
4. "(ṣûkʸrüyé)!" "né‿dédiníz, (ánnè)?"
   "yémékʸ‿vàktì!"
   "(Şükrüye)!" "Ne dediniz, (anne)?"
   "Yemek vakti!"

2. Complete the following sentences by supplying the corresponding *future* forms of the verbs in parentheses:

1. bíz órhán‿ílʸè (konuş- . . .).
   Biz Orhan ile (konuş- . . .).
2. síz toplantıyá‿(gʸelʸ- . . .)?
   Siz toplantıya (gel- . . .)?
3. háyìr, bén (gʸel- . . .).
   Hayır, ben (gel- . . .).
4. fákàt, kárdeşím‿órada‿(ol- . . .).
   Fakat, kardeşim orada (ol- . . .).
5. misà:fírlʸér bú‿odadámı‿(toplan- . . .)?
   Misafirler bu odadamı (toplan- . . .)?

3. Complete the following sentences with the proper *attributive* or *privative* forms of the nouns in parentheses:

1. bú‿sût íyi‿déyíl. çók‿(sú)dùr.
   Bu süt iyi değil. Çok (su)dur.
2. (gʸûnéş)‿gʸünlérdè gʸőkʸ‿yüzû kárádìr.
   (Güneş) günlerde gök yüzü karadır.
3. (sés)‿çócùk ánnesinin‿hóşuná‿gʸídèr.
   (Ses) çocuk annesinin hoşuna gider.
4. (yà:múr)‿hávalárdà havá‿(bulut)dùr.
   (Yağmur) havalarda hava (bulut)dur.

Digitized by Google

4. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. *Mr. Metin says he's hungry:*

a. kȧrìm‿áç. — Karım aç.

b. kȧrnìm‿áç. — Karnım aç.

2. *Mr. Kaya points to a restaurant and says:*

a. gʸírèlʸím! — Girelim!

b. gʸírmiyecèyíz. — Girmiyeceğiz.

3. *When they are seated, Mr. Metin calls to the waiter:*

a. áhmèt, lʸútfèn yedí‿şişé‿şáráp‿gʸetìríniz! — Ahmet, lûtfen yedi şişe şarap getiriniz!

b. gársòn, lʸútfèn bizé‿yemékʸ‿lʸistesiní‿gʸetìríniz! — Garson, lûtfen bize yemek listesini getiriniz!

4. *The waiter replies:*

a. yedí‿şişémí‿íçecèkʸsíniz? — Yedi şişemi içeceksiniz?

b. lʸútfèn, bír‿dakí:kà müsȧadé‿èdíniz! — Lûtfen, bir dakika müsaade ediniz!

5. *Mr. Metin asks his friend:*

a. síz tráş‿ólacákmısınız? — Siz traş olacakmısınız?

b. síz né‿yemékʸ‿ístiyòrsunúz? — Siz ne yemek istiyorsunuz?

6. *Mr. Kaya explains the restaurant's specialty:*

a. búrádà çók‿iyí‿tȧvúk‿yȧpıyórlàr. — Burada çok iyi tavuk yapıyorlar.

b. búrádà tavúklár‿hóplárlàr. — Burada tavuklar hoplarlar.

7. *Mr. Metin says he wants fish:*

a. balíktȧ‿hóplayacàk. — Balık da hoplayacak.

b. bén bálík‿ístiyòrúm. — Ben balık istiyorum.

Digitized by Google

8. *Mr. Kaya orders chicken:*

a. hòplıyálím! — Hoplıyalım!

b. bìr‿távúk! — Bir tavuk.

9. *The waiter asks Mr. Metin about his fish:*

a. né‿cìns? — Ne cins?

b. tavuunuzú‿haşlanmíşmi‿yíyecèkʸsiníz? — Tavuğunuzu haşlanmışmı yiyeceksiniz?

10. *Mr. Metin answers:*

a. hàmsí. kızàrmíş. — Hamsi. Kızarmış.

b. gʸüzélʸlʸerí‿gʸörelʸìm! — Güzelleri görelim!

11. *The waiter begins to sing:*

a. hámsi‿kóydùm tàváyá, bàşládí hóplàmayá. — Hamsi koydum tavaya, başladı hoplamaya.

b. gʸüzélʸlʸerí‿gʸördùm sinémádà, bàşládılár hóplàmayá. — Güzelleri gördüm sinemada, başladılar hoplamaya.

12. *Mr. Kaya then orders his drink:*

a. kırmızi‿şaráptá‿ístiyórùm. — Kırmızı şarap da istiyorum.

b. şàráp, kìzlár, ve‿şárkí‿ilʸé‿éylʸénecèyíz! — Şarap, kızlar, ve şarkı ile eğleneceğiz!

13. *Mr. Metin tells the waiter what he wants:*

a. éylʸénmiyecèkʸmiyíz? — Eğlenmiyecekmiyiz?

b. bánádà lʸútfèn bírá‿gʸetírinìz! — Bana da lûtfen bira getiriniz!

14. *Mr. Kaya orders his coffee:*

a. béním‿káhvèm şekʸérsíz‿ólsùn! — Benim kahvem şekersiz olsun!

b. şèkʸér! bánádà onú‿gʸetírinìz! — Şeker! Bana da onu getiriniz!

15. *Mr. Metin orders his:*

a. bénímkʸí şékʸèrlʸí! — Benimki şekerli!

b. bénímkʸí şékʸér‿ólsùn! — Benimki şeker olsun!

Digitized by Google

Section D—Listening In

1. What Did You Say?

Give your answers in Turkish for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Turkish for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English. As a final check the Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C. 3).

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Turkish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. *Meeting at a restaurant.*

Record 19A, after 5th spiral.

múzàffér—	háydi‿álʸì! gʸéç‿kálacàız!	Haydi Ali! Geç kalacağız!
àlʸí—	dahá‿çók‿vákít‿vàr.	Daha çok vakit var.
	fákàt, bù‿kahvé‿tátsíz.	Fakat bu kahve tatsız.
	onú‿íçmiyecèyím.	Onu içmiyeceğim.
múzàffér—	bír‿áz‿dahá‿şékʸér‿koymák‿lʸá:zım.	Bir az daha şeker koymak lâzım.
àlʸí—	gársòn!	Garson!
	lʸûtfèn, bír‿áz‿dahá‿şekʸér‿gʸétirírmísínìz?	Lûtfen bir az daha şeker getirirmisiniz?
gàrsón—	búyrùn.	Buyrun.
múzàffér—	bunún‿hépsi‿çók‿déyílʸmí?	Bunun hepsi çok değilmi?
àlʸí—	háyìr, déyílʸ.	Hayır, değil.

Digitized by Google

múzàffér—	çók‿tátlí‿ólacàk!	Çok tatlı olacak.
àlʸí—	bén kahvemi‿tátlí‿sevèrim.	Ben kahvemi tatlı severim.
	síz bir‿şéy‿içmiyecèkʸmisiniz?	Siz bir şey içmiyecekmisiniz?
múzàffér—	háyìr, içmiyecèyim.	Hayır, içmiyeceğim.
àlʸí—	háydi‿gʸidélʸim!	Haydi gidelim!

2. *Going to pick up a date.*

múzàffér—	arkadaşınızin‿evi‿nérédè?	Arkadaşınızın evi nerede?
àlʸí—	bir‿áz‿ilʸérdé.	Bir az ilerde.
[múzàffér][1]—	óraya‿né‿içín‿gʸidiyòrúz?	Oraya ne için gidiyoruz?
àlʸí—	lʸeylʸa:yi‿gʸörmékʸ‿içín‿gʸidiyòrúz.	Leylâyı görmek için gidiyoruz.
múzàffér—	çók‿kálacákmiyìz?	Çok kalacakmıyız?
àlʸí—	háyìr, bir‿àz.	Hayır, bir az.
	sónra‿lʸéylʸá:‿ilʸè sinémayá‿gʸidecèyiz.	Sonra Leylâ ile sinemaya gideceğiz.
múzàffér—	lʸeylʸá:‿benim‿i- çín‿bír‿kiz‿arkadáş‿gʸétirecékʸmi?	Leylâ benim için bir kız arkadaş getirecekmi?
àlʸí—	gʸetirécékʸ!	Getirecek!
múzàffér—	çók‿iyi! ikʸimizde‿éylʸenecéğiz!	Çok iyi! İkimiz de eğleneceğiz!
àlʸí—	sinémadàmi?	Sinemadamı?
múzàffér—	háyìr, sónrà!	Hayır, sonra!

3. *Ordering a meal.*

Record 19A, beginning.

bày‿métín—	yemékʸ‿yemékʸ‿istiyórmúsunùz?	Yemek yemek istiyormusunuz?
bày‿káyá—	évèt. karnim‿çók‿àç. sáàt‿káç?	Karnım çok aç. Saat kaç?
bày‿métín—	sáàt‿yédí.	Saat yedi.

[1]Not on record.

Digitized by Google

bày‿káyá— bú‿otel^{y}ín‿l^{y}okàntasi íyí‿bír‿l^{y}okàntà. Bu otelin lokantası iyi bir lokanta.
órayà‿g^{y}idel^{y}ím! Oraya gidelim!
bày‿métín— gársòn! Garson!
l^{y}ûtfèn yémék^{y}‿l^{y}istesini‿g^{y}etíriníz! Lûtfen yemek listesini getiriniz!
gàrsón— pék^{y}‿íyí, éfèndím. Pek iyi, efendim.
bír‿dakí:kà müsáadé‿èdiníz! Bir dakika müsaade ediniz!
búyrùn, eféndím. né‿èmrediyórsunuz? Buyrun, efendim. Ne emrediyorsunuz?
bày‿káyá— tàvúk vé‿kızarmış‿patátés‿istiyòrúm. Tavuk ve kızarmış patates istiyorum.
síz né‿yíyecék^{y}siníz? Siz ne yiyeceksiniz?
bày‿métín— bén bàlík vé‿yanındá‿bír‿áz‿patátés‿istiyòrúm. Ben balık ve yanında bir az patates istiyorum.
fákàt, patátes‿háşlánmíş‿ólsùn! Fakat patates haşlanmış olsun!
gàrsón— né‿cíns‿balik‿istiyòrsunúz? Ne cins balık istiyorsunuz?
bày‿métín— hàmsí. Hamsi.
gàrsón— başká‿b.r‿şey‿arzú‿édiyórmúsunùz? Başka bir şey arzu ediyormusunuz?
bày‿métín— évèt, sálátà vé‿bír‿şişé‿kirmızí‿şáràp. Evet, salata ve bir şişe kırmızı şarap.
bày‿káyá— bír‿şişé‿çók‿déyílmí? Bir şişe çok değilmi?
bén bírá‿içmék^{y}‿istiyòrúm. Ben bira içmek istiyorum.
gàrsón— yemék^{y}tén‿sònrá içecék^{y}‿bír‿şéy‿istiyórmúsunùz? Yemekten sonra içecek bir şey istiyormusunuz?
bày‿káyá— évèt. şek^{y}érl^{y}i‿bır‿káhvé. Evet. Şekerli bir kahve.
gàrsón— sizink^{y}íde‿şek^{y}erl^{y}ími‿ólsùn? Sizinki de şekerlimi olsun?
bày‿métín— háyìr. bénimk^{y}í şek^{y}érsíz‿ólsùn. Hayır. Benimki şekersiz olsun.
gàrsón— meyvá‿yíyecék^{y}misiníz? Meyva yiyecekmisiniz?

Digitized by Google

bày‿káyá—	évèt. èlʸmá vé‿pòrtákál.	Evet. Elma ve portakal.
	fákàt, onlari‿dáhá‿sónra‿gʸetiriniz!	Fakat, onları daha sonra getiriniz!
gàrsón—	pékʸ‿iyi, éfèndim.	Pek iyi, efendim.
bày‿métín—	tavúk‿çók‿hóşunuzá‿gʸidecèkʸ.	Tavuk çok hoşunuza gidecek.
	búrada‿onú‿dáima‿tatli‿şáráp‿ilʸé‿yapárlàr.	Burada onu daima tatlı şarap'ile yaparlar.
bày‿káyá—	şáráp‿ilʸè hér‿şéy‿gʸüzélʸ‿ólùr.	Şarap ile her şey güzel olur.
bày‿métín—	işté‿yemekʸlʸér‿gʸélʸíyòr.	İşte yemekler geliyor.
gàrsón—	hámsi‿kóydùm tavàyá, bàşládí hóplàmayá.	Hamsi koydum tavaya, başladı hoplamaya.
bày‿káyá—	şarkí‿ilʸè yémékʸ‿yiyecèyiz.	Şarkı ile yemek yiyeceğiz.
bày‿métín—	tavúk‿násìl? gʸüzélʸmì?¬	Tavuk nasıl? Güzelmi?
bày‿káyá—	évèt, çók.	Evet, çok!

Section E—Conversation

1. Covering the Turkish in Basic Sentences (Individual Study)

Cover the Turkish of the *Basic Sentences* and practice saying the Turkish equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Turkish expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

Digitized by Google

1. Eating out.

Tom asks his friend Ali if he wants to eat. Ali says he's very hungry. They talk about the hour, the restaurant, where to find it, etc. They go in, choose a table, and sit down. Ali calls the waiter, and asks for the menu. Tom asks for the wine list. They study them, discuss what they like and dislike, order their meat and side dishes, drinks and dessert. The waiter asks how they want their coffee and they tell him. When they finish they call for the check, pay, and leave.

2. Meeting before a date.

Osman meets Orhan on the street and they exchange greetings. Osman asks Orhan where he's going. Orhan tells him he has a date and invites him to come along. Osman wonders if they can find a date for him, too. Orhan says they can and that he'll enjoy himself. Osman says he thinks the two of them will have fun.

Section F—Conversation (*Cont.*)

1. Conversation (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

2. Questions and Answers

First run through the *Listening In* once more. Then answer the following questions when the Guide asks you, or take turns asking them of others and answering them:

1.	1. kʸímlʸér‿gʸèç‿kalacaklár?	Kimler geç kalacaklar?
	2. vakít‿vármì?	Vakit varmı?
	3. álʸinín‿káhvesì násìl?	Alinin kahvesi nasıl?
	4. onú‿içecékʸmì?	Onu içecekmi?
	5. né‿koymák‿lʸá:zìm?	Ne koymak lâzım?
	6. gàrsón né‿gʸetírecèkʸ?	Garson ne getirecek?
	7. àlʸí çók‿şekʸér‿kóyuyórmù?	Ali çok şeker koyuyormu?

Digitized by Google

8. çók‿tatli‿ólmıyacàkmi? — Çok tatlı olmıyacakmı?
9. àlʸí kahvesini‿násil‿sévèr? — Ali kahvesini nasıl sever?
10. múzàffér bir‿şéy‿içmiyecèkʸmi? — Muzaffer bir şey içmiyecekmi?

2.
11. alʸinin‿árkadáşının‿évi nérédè? — Alinin arkadaşının evi nerede?
12. àlʸí óraya‿né‿için‿gʸitmékʸ‿istiyòr? — Ali oraya ne için gitmek istiyor?
13. órada‿çók‿kálacáklármì? — Orada çok kalacaklarmı?
14. sónrà néreyé‿gʸidecékʸlʸèr? — Sonra nereye gidecekler?
15. lʸèylʸá: kimín‿içìn bir‿kíz‿arkadáş‿gʸetirecèkʸ? — Leylâ kimin için bir kız arkadaş getirecek?
16. kʸimlʸér‿eylʸénecékʸlʸèr? — Kimler eğlenecekler?
17. sinémadàmi? — Sinemadamı?

3.
18. kʸimín‿karni‿àç? — Kimin karnı aç?
19. şimdi‿sáàt‿káç? — Şimdi saat kaç?
20. ótelʸín‿lʸokàntasi ' násìl? — Otelin lokantası nasıl?
21. gàrsón né‿gʸetirecèkʸ? — Garson ne getirecek?
22. fákàt dáhá‿évvèlʸ né‿diyòr? — Fakat daha evvel ne diyor?
23. bày‿káyá né‿istiyòr? — Bay Kaya ne istiyor?
24. bày‿métín né‿yiyecèkʸ? — Bay Metin ne yiyecek?
25. patátes‿násil‿ólsùn? — Patates nasıl olsun?
26. bày‿métín né‿cins‿balik‿istiyòr? — Bay Metin ne cins balık istiyor?
27. bày‿métín başká‿né‿istiyòr? — Bay Metin başka ne istiyor?
28. báy‿kayáda‿onú‿içecékʸmi? — Bay Kaya da onu içecekmi?
29. yemékʸtén‿sònrá içecékʸ‿bir‿şéy‿istiyórlàrmi? — Yemekten sonra içecek bir şey istiyorlarmı?
30. kahvelerini‿násil‿istiyórlàr? — Kahvelerini nasıl istiyorlar?

Digitized by Google

31. né‿cı́ns‿meyvá‿yı́yecékʸlʸèr? — Ne cins meyva yiyecekler?
32. gàrsón onları́‿né‿vakı́t‿gʸetı́rsìn? — Garson onları ne vakit getirsin?
33. tàvúk kʸı́mı́n‿hoşuná‿gʸı́decèkʸ? — Tavuk kimin hoşuna gidecek?
34. bú‿lʸokàntadá onú‿dáima‿né‿ilʸé‿yapárlàr? — Bu lokantada onu daima ne ile yaparlar?
35. gársonún‿şárkısì násìl? — Garsonun şarkısı nasıl?
36. gʸüzélʸmì? — Güzelmi?

FINDER LIST

áç (aç) — hungry
kárním‿àç. (Karnım aç.) — I'm hungry.

bàlík (balık) — fish

bàná (bana) — see *ben*

başla- . . . (başla- . . .) — begin
bàşládí (başladı) — (he, she, it) they began
bàşládılár — they began

bén (ben) — I
bàná (bana) — to me
bánádà (bana da) — and to me
bènı́m (benim) — my, mine
bénìmkʸı́ (benimki) — mine (my coffee, etc.)

bı́r (bir) — one; a, an
bı́r‿àz (bir az) — a little

bı́z (biz) — we
bìzé (bize) — to us

Digitized by Google

cíns (cins)
né‿cíns? (ne cins?)

kind; species
what kind?

dàhá (daha)
bír‿áz‿dáhá (bir az daha)
dahá‿çók‿vakít‿vàr (daha çok vakit var)

more; still (more), yet
a little more
there's still lots of time

dàkì:ká (dakika)
bír‿dakí:kà (bir dakika)

minute
a minute

èlʸlʸí (elli)

fifty

èlʸmá (elma)

apple(s)

emret- . . . (emret- . . .) (aor. *-er-*)

order

gàrsón (garson)
gársòn (Garson!)

waiter
Waiter!

gʸir- . . . (gir- . . .) (aor. *-er-*)

go in, enter

gʸör- . . . (gör- . . .) (aor. *-ür-*)
gʸördűm (gördüm)

see
I saw

gʸűzélʸ (güzel)
gʸüzèlʸlʸér (güzeller)

beautiful; (a) beauty
[the] beauties

hàmsí (hamsi)

(Black Sea) anchovy (anchovies)

hàşlànmíş (haşlanmış)

boiled

hép (hep)

all, everything; everyone; always (see **hepi*)

Digitized by Google

**hepi* (see *hép*)
hepisi (hépsì) (hepsi)
bunún‿hépsì (bunun hepsi)

hopla- . . . (hopla- . . .)
hóplàmayá (hóplàmaá) (hoplamaya) (hoplamağa)

iç- . . . (iç- . . .) (aor. *-er-*)
içecèkʸ‿bir‿şéy (içecek bir şey)

kal- . . . (kal- . . .)
gʸéç‿kálacàiz! (geç kalacağız!)

kàrín (karın)
kàrní (karnı)
kàrním (karnım)

kìrmizí (kırmızı)

kíz (kız)
kíz‿árkadàş (kız arkadaş)

kizàrmíş (kızarmış)

kolónyà‿súyù (kolonya suyu)

koy- . . . (koy- . . .) (aor. *-ar-*)
kòydúm (koydum)
all of it (them)
all of this

jump
to jump

drink
something to drink (lit. a thing which one will drink)

stay, remain; be
we'll be late!

stomach
his stomach
my stomach

red

girl
girl friend ("simple" phrase-compound, see Unit 8 B. 1. 2)

fried

eau de Cologne

put, place
I put (placed)

Digitized by Google

lʸístè (liste)
yémékʸ‿lʸistesí (yemek listesi)

list
menu (lit. food list)

mèyvá (meyva)

fruit

müsaade‿et- . . . (müsaade et- . . .) (aor. *-er-*)

permit, allow; excuse

ol- . . . (ol- . . .) (aor. *-ur-*)
òlsún! (olsun!)
òlácák (olacak)
òlúr (olur)

be; become
let it be!
it will be
is, becomes

öté (öte)

(the) other side

pòrtákál (portakal)

orange(s)

sálátà (salata)

salad

sàn'át (san'at)

art

sés (ses)
sèslʸí (sesli)
sèssíz (sessiz)

noise; sound; voice
voiced
voiceless; silent

sev- . . . (sev- . . .) (aor. *-er-*)

like

síz (siz)
sìzín (sizin)
sìzìnkʸí (sizinki)

you
your, yours
yours (your coffee, etc.)

sónrà (sonra)
yémékʸtén‿sònrá (yemekten sonra)
dáhá‿sònrá (daha sonra)

after; afterward; later
after the meal
(still) later

Digitized by Google

sàrkí (şarkı)
song

şèkʸér (şeker)
sugar; (a) sweet ("gal")
şékʸèrlí (şekerli)
with sugar, sugared
şékʸèrsíz (şekersiz)
without sugar, sugarless

tát (tat)
taste; (good) taste
tàtlí (tatlı)
tasty; sweet
tàtsíz (tatsız)
tasteless

tàvá (tava)
(frying) pan
tàvàyá (tavaya)
(in)to [the] pan

tàvúk (tavuk)
chicken
tavùúnúz (tavuğunuz)
your chicken

yán (yan)
side
yànindá (yanında)
on the side (lit. at their side)

yap- . . . (yap- . . .)
do; make; prepare
çók‿iyí‿tàvúk‿yàpıyórlàr (çok iyi tavuk yapıyorlar)
they prepare (lit. make) very good chicken

yèmékʸ (yemek)
meal; food
yémèkʸlʸér (yemekler)
(the) foods (dishes)
yémékʸ‿lʸistesí (yemek listesi)
menu (lit. food list)
yémèkʸtén (yemekten)
from the meal
yemékʸtén‿sònrá (yemekten sonra)
after the meal

Digitized by Google

UNIT 10

SEEING THE SIGHTS

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, then do the *Hints on Pronunciation;* go once through the *Basic Sentences* individually, and then read the *Hints on Spelling*. The last time through individually, notice also the *Conventional Spelling*.

1. Basic Sentences

Tom goes for a boat-ride on the Bosporus.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL TURKISH SPELLING
Record 20A, beginning.		
	Ahmet	
to you	sizé.	size
to show	gʸöstérmékʸ.	göstermek
I want to show you the city this morning.	sizé‿bú‿sábàh şehri‿gʸöstérmékʸ‿istiyòrùm.	Size bu sabah şehri göstermek istiyorum.
	Tom Carr	
in Istanbul	istánbúldà.	İstanbulda
(going) to be seen	gʸörûlʸécékʸ.	görülecek
what places (of its)?	nérelʸéri?	nereleri?
What is there to be seen in Istanbul?	istánbuldà‿gʸörülʸecèkʸ nérelʸeri‿vàr?	İstanbulda görülecek nereleri var?

Digitized by Google

	Ahmet	
all kinds of	hér‿türlʸù.	her türlü
view[s]	mánzárà.	manzara
There are all kinds of sights.	hér‿türlʸü‿mánzará‿vàr.	Her türlü manzara var.
mosques	cà:mi̍lʸér.	camiler
palaces	sáràylár.	saraylar
museums	mű́zélʸèr.	müzeler
[the] Bosporus	bóáz‿i̍çì.	Boğaziçi
Mosques, palaces, museums, the Bosporus.	cà:mi̍lʸér, sáràylár, mű́zélʸèr, bóáz‿i̍çì.	Camiler, saraylar, müzeler, Boğaziçi.
	Tom Carr	
to palaces	saràylárá.	saraylara
or the like	fì̍lʸán.	filân
I don't want	ìstémém.	istemem
Today I don't want to go to palaces or to places like that.	bú‿gʸùn saráylará‿fi̍lʸàn gʸi̍tmèkʸ‿i̍stemém.	Bu gün saraylara filân gitmek istemem.
	Ahmet	
if [it]'s that way	ö́ylʸé‿i̍sè.	öyle ise
to [the] Bosporus	bóáz‿i̍çinè.	Boğaziçine
Then let's go the Bosporus!	ö́ylʸé‿i̍sè boáz‿i̍çiné‿gʸi̍delʸìm!	Öyle ise Boğaziçine gidelim!
	Tom Carr	
one goes	gʸì̍di̍lʸí̍r.	gidilir.
How do you go there?	óraya‿násil‿gʸi̍dilʸì̍r?	Oraya nasıl gidilir?

Digitized by Google

Ahmet

from here	búrádàn.	buradan
to [the] pier	ísk^{y}él^{y}eyè.	iskeleye
as far as	kàdár.	kadar
by (lit. with) street car	trámváylà.	tramvayla
and from there	óradàndá,	oradanda
by (lit. with) boat	vápúrlà.	vapurla

Record 20B, beginning.

From here to the pier by street car and from there by boat.	búrádàn ísk^{y}el^{y}eyè‿kádàr trám-váylà óradàndá vápúrlà.	Buradan iskeleye kadar tramvayla oradan da vapurla.
[it] does not go	g^{y}ìtméz.	gitmez
This boat doesn't go to the Bosporus.	bú‿vápùr bóàz‿içinè‿g^{y}ítméz.	Bu vapur Boğaziçine gitmez.
the other	ðbúr.	öbür
(on) to [the] boat	vàpúrá.	vapura
let's get on	bìnél^{y}ím.	binelim
Let's get on the other boat!	ðbúr‿vapurá‿bìnel^{y}ìm!	Öbür vapura binelim!
last	són.	son
to [the] landing-place	ísk^{y}él^{y}eyè.	iskeleye
we'll not get off	ínméyìz.	inmeyiz
We won't get off until the last stop.	són‿ísk^{y}el^{y}eyè‿kádàr ínméyìz.	Son iskeleye kadar inmeyiz.

Tom Carr

the surroundings	ètrá:fí.	etrafı
will we see?	g^{y}örúrmüyùz?	görürmüyüz?
Will we see everything well?	etra:fi‿iyi‿g^{y}örúrmüyùz?	Etrafı iyi görürmüyüz?

Digitized by Google

	Ahmet	
both sides	hér‿ikʸi‿tárafídà.	her iki tarafı da
because	çúnkʸù.	çünkü
Asia	ásyà.	Asya
to Europe	ávrúpayà.	Avrupaya
near	yàkín.	yakın
Yes, we'll see both sides, because here Asia is very close to Europe.	évèt, hér‿ikʸi‿tarafída‿gʸörúrùz, çúnkʸù búrádà ásyà avrúpa-ya‿çók‿yákìn.	Evet, her iki tarafı da görürüz, çünkü burada Asya Avrupaya çok yakın.
	Tom Carr	
look!	bákìn!	bakın
big	bûyúkʸ.	büyük
beach	plʸáj.	plâj
Look! There's a big beach there.	bákìn! órada‿büyükʸ‿bir‿plʸáj‿vàr.	Bakın! Orada büyük bir plâj var.
will we not swim?	yüzmézmiyìz?	yüzmezmiyiz?
Won't we go swimming there?	órada‿yüzmézmiyìz?	Orada yüzmezmiyiz?
	Ahmet	
(*from*) *noon*	ðylʸédén.	öğleden
after	sónrà.	sonra
Yes, in the afternoon.	évèt, öylʸedén‿sònrá.	Evet, öğleden sonra.
	Tom Carr	
It might rain in the afternoon.	ðylʸedén‿sònrá gá:lʸìbà yá:múr‿yáacàk.	Öğleden sonra galiba yağmur yağacak.
The weather is cloudy.	hávà‿bulútlú.	Hava bulutlu.

Digitized by Google

Before you go through the *Basic Sentences* a second time, note the following *new sound*:

LETTER	STANDS FOR A SOUND	EXAMPLES
j	like English *s* in *pleasure*	plʸáj (plâj) (*beach*)

Now read the following:

2. Hints on Pronunciation

Turkish *p*, *t*, *ç*, *kʸ*, *k* are pronounced much like English *p*, *t*, *ch*, *c*, *k* in *pin*, *tin*, *chin*, *cute*, *kick*. If one pronounces these English words while holding a piece of paper in front of the lips, the paper will be blown back by a puff of breath which comes out after the *p*, *t*, *ch*, *c*, *k*. This puff of breath is not present in English, however, when these consonants occur *after* the strong vowel and before another vowel in the middle of the word, as in *apple*, *latter*, *matches*, *racket*, and so on, or several syllables *before* it as in the *ck* in *lackadaisical*.

Here, in Turkish, one must be very careful to pronounce Turkish *p*, *t*, *ç*, *kʸ*, *k* clearly with a distinct puff of breath after them. Practice the following:

PRACTICE 1 **Record 21A, beginning.**

ávrú*p*à.	Avrupa	(*Europe*)
bá*k*ìn!	bakın!	(*look*)
àl*t*ındá.	altında	(*under*)
án*k*árà.	Ankara	(*Ankara*)
àr*k*ádáş.	arkadaş	(*friend*)
çán*t*à.	çanta	(*bag*)
çì*k*álím!	çıkalım!	(*let's go up!*)
gʸé*t*irí́yòr.	getiriyor	([*he*] *is bringing*)
íçìndé.	içinde	(*in*)
íkʸìncí́.	ikinci	(*second*)
kʸà:*t*ìbí́.	kâtibi	(*his secretary*)
pòr*t*ákál.	portakal	(*orange*)

Digitized by Google

tûrkʸçè.	türkçe	(*Turkish*)
yìkámák.	yıkamak	(*to wash*)

In Unit 4. A. 2, we discussed Turkish long vowels *a:* and *o:*. We have met a number of cases of *a:*, a few of *o:*, and in the last few units we have met cases of *i:*. Practice the following:

PRACTICE 2 **Record 21A, after 1st spiral.**

èlʸbí:sé.	elbise	(*clothing*)
dákì:ká	dakika	(*minute*)

All the vowels of Turkish *may* occur long, (*i:*, *e:*, *ü:*, *ö:*, *ı:*, *a:*, *u:*, *o:*) but only a few of them are common.

We have described Turkish *kʸ* as being like English *c* in *cute*, and *gʸ* as like *g* in *argue*. We have meant, of course, that they are like a part of these words, if we spelled them *kyoot*, *argyoo*, that is like *k* and *g* with a brief *y* after them. In English we get these combinations only before *u*. In Turkish, *kʸ* may occur before and after and *gʸ* before any vowel except *ı* or *o*. Practice the following, making the *ʸ* very short and as much a part of the *k* or *g* as possible:

PRACTICE 3 **Record 21A, after 2nd spiral.**

èkʸmékʸ.	ekmek	(*bread*)
tûrkʸçè.	türkçe	(*Turkish*)
gʸűn.	gün	(*day*)
èrkʸén.	erken	(*early*)
gʸéç.	geç	(*late*)
gʸídìn!	gidin!	(*go!*)
gʸökʸ.	gök	(*heaven*)
kʸà:típ.	kâtip	(*secretary*)
kʸím.	kim	(*who*)
ìkʸí.	iki	(*two*)
kʸöşé.	köşe	(*corner*)

Digitized by Google

k^{y}ùçû k^{y}.	küçük	(*small*)
rûzg^{y}ár.	rüzgâr	(*breeze*)
şèk^{y}ér.	şeker	(*sugar*)
teşék^{y}k^{y}ùrl^{y}ér!	teşekkürler!	(*thanks!*)

Before you go through the *Basic Sentences* a third time, read the following:

3. Hints on Spelling

In Units 7, 8, and 9, we have noted the following correspondences between our *Aids to Listening* and the *Conventional Spelling:*

AIDS TO LISTENING						CONVENTIONAL SPELLING			
			Table I						
		l^{y}					**l**		
l^{y}i	l^{y}ü		l^{y}u	:	li	lü			lû
l^{y}e		l^{y}a:	l^{y}o	:	le		lâ		lo
il^{y}	ül^{y}				il	ül			
el^{y}					el				
			Table II						
		k^{y}					**k**		
k^{y}i		k^{y}ü			ki		kü		
		k^{y}ö					kö		
ek^{y}		ök^{y}			ek		ök		
		ük^{y}					ük		
		ürk^{y}					ürk		
			Table III						
		g^{y}		:			**g**		
g^{y}i		g^{y}ü			gi		gü		
g^{y}e		g^{y}ö	g^{y}a		ge		gö	gâ	

Digitized by Google

Table IV

: (length)	
a:	o:

Table V

: (length)	
i:	
	a:

Table VI

(zero)	
	uu
aı	ou
aa	

Table VII

y
ey

Table VIII

iyi
eyi

Table IV

ğ	
ağ	oğ

Table V

zero	
i	
	a

Table VI

ğ	
	uğu
ağı	oğu
ağa	

Table VII

ğ
eğ

Table VIII

iği
eği

If we compare the tables for $l^y : l$, $k^y : k$, and $g^y : g$, we note that, although incomplete, there seems to be some connection between the ^{y} of our *Aids to Listening* and the vowel which precedes or follows. If we were to complete the tables they would look something like this:

Table I

l^y				
	l^yi	l^yü	---	l^yu
	l^ye	l^yö	l^ya	l^yo
	il^y	ül^y	---	ul^y
	el^y	öl^y	al^y	ol^y

l			
li	lü	---	lû
le	lö	lâ	lo
il	ül	---	ûl
el	öl	âl	ol

Digitized by Google

Table II

	k^yi	k^yü	---	k^yu		ki	kü	---	kû
	k^ye	k^yö	k^ya	---		ke	kö	kâ	---
k^y					**k**				
	ik^y	ük^y	---	uk^y		ik	ük	---	ûk
	ek^y	ök^y	ak^y	---		ek	ök	âk	---

Table III

	g^yi	g^yü	---	g^yu		gi	gü	---	gû
g^y					**g**				
	g^ye	g^yö	g^ya	---		ge	gö	gâ	---

We now see that when *l^y* (Table I) comes before *i*, *e*, *ü*, or *ö*, the *Conventional Spelling* writes plain *l*. However, when *l^y* comes before *a* or *u*, the *Conventional Spelling* writes plain *l*, but puts a circumflex (ˆ) over the *a* or *u*, to indicate that the *l* which precedes is to be pronounced *l^y* and not *l*.

When *l^y* comes before a consonant or at the end of a word and after *i*, *e*, *ü*, or *ö* the same thing happens. The *Conventional Spelling* writes plain *l*, and after *a* or *u* writes a circumflex (ˆ) over these two vowels to indicate that the plain *l* which follows is *l^y* and not *l*.

The *Conventional Spelling* is not consistent in the case of *o*. It does not write a circumflex, so one must learn the words with *lo* or *ol*, and those with *l^yo* or *ol^y*. We shall remedy this defect in our *Standardized Conventional Spelling* to be described in Unit 11. The blanks in the table indicate combinations which do not occur.

If we examine Table II, we see that *k^y* works just like *l^y*. Before or after *i*, *e*, *ü*, or *ö*, the *Conventional Spelling* writes plain *k*. It likewise writes plain *k* before or after *a* or *u*, but here puts a circumflex (ˆ) over the *a* or *u* to indicate that the *Conventional Spelling k* which precedes or follows is to be pronounced *k^y* and not *k*. The blanks indicate combinations which do not occur.

In Table III, likewise, *g^y* works like *l^y* and *k^y*. We note that *g^y* occurs only *before* vowels. The *Conventional Spelling* writes plain *g* before *i*, *e*, *ü*, or *ö*, and plain *g* followed by circumflex (ˆ) before *a* or *u*.

Now if we complete the next two tables on length (long vowels), we get:

Digitized by Google

Table IV

i·	----	ɪ:	u:	iğ	----	ɪğ	uğ
--	----	a:	o:	--	----	ağ	oğ

Table V

i:	ü:	--	u:	i	ü	--	u
e:	ö:	a:	--	e	ö	a	--

We see that the *Conventional Spelling* handles long vowels in two ways:

1. it writes short vowel followed by a *g* with a wedge on top (*ğ*) (Table IV);
2. it writes plain short vowel and doesn't indicate the length at all (Table V).

This means, that in 1, you have to remember that *ğ* after one of the vowels *i*, *ɪ*, *a*, *u*, or *o* and before a consonant or at the end of a word, is not pronounced, but simply makes the preceding vowel long, and in 2, you have to learn all the words which have long vowels but where the *Conventional Spelling* doesn't mark them. We shall also remedy this defect of the *Conventional Spelling* in our *Standardized Conventional Spelling* to be described in the next unit.

If we complete the next table, we get:

Table VI

	ɪɪ	uu		ɪğɪ	uğu
üe	ɪa	ua	üğe	ɪğa	uğa
	aɪ	ou		ağɪ	oğu
öe	aa	oa	öğe	ağa	oğa

Here we see that *Conventional Spelling ğ* between any two of the four vowels *ɪ*, *a*, *u*, *o* and between *ü*, or *ö* and *e*, has zero value, that is, is not pronounced at all.

Now, completing the last two tables, we get:

Table VII

---	üy	---	üğ
ey	öy	eğ	öğ

Digitized by Google

Table VIII

y	iyi	üyü	**ğ**	iği	üğü
	iye	üe		iğe	üğe
	eyi	öyü		eği	öğü
	eye	öe		eğe	öğe

In Table VII we see that after *e*, *ü*, or *ö* and before a consonant, *Conventional Spelling ğ* is pronounced *y*.

In Table VIII we see that between two of the vowels *i*, *e*, *ü*, or *ö* *Conventional Spelling ğ* is pronounced *y*, except that *üğe* and *öğe* are pronounced *üe* and *öe*, with no *y* between the two vowels. In this they are like *ığa* and *ağa*, pronounced *ıa* and *aa*.

We may now summarize our comparisons:

l^y	1. *before* i, e, ü, ö, â, û, o	**l**
	2. *before consonant* (*or final*) *after* i, e, ü, ö, â, û, o	
k^y	1. *before* i, e, ü, ö, â, û	**k**
	2. *before consonant* (*or final*) *after* i, e, ü, ö, â, û	
g^y	*before* i, e, ü, ö, â, û	**g**
(length)	1. *in* i:, ı:, a:, u:, o:	**ğ**
	2. *in* i:, e:, ü:, ö:, a:, u:	zero
zero	*between the two vowels of* üe, öe, ıı, ıa, aa, uu, ua, ou, oa	**ğ**
y	1. *before a consonant and after* e, ö, or ü	**ğ**
	2. *in* iyi, iye, eyi, eye, üyü, öyü	

DEFECTS

l^y and l, k^y and k, g^y and g

We may now ask: if *Conventional Spelling l* in the above cases is to pronounced *l^y*, when is it to be pronounced just as plain *l*?

If *Conventional Spelling k* in the above cases is to be pronounced as *k^y*, when is it to be pronounced as plain *k*?

If *g* in the above cases is to be pronounced as *g^y*, when is it to be pronounced as plain *g*?

Digitized by Google

We summarize the answer to these three questions:

l	1. *before* ı, a, u, o	**l**
	2. *before consonant* (*or final*) *after* ı, a, u, o	
k	1. *before* ı, a, u, o, i, e, â, û	**k**
	2. *before consonant* (*or final*) *after* ı, a, u, o, i, e, â, û	
g	*before* ı, a, u, o, i, e, â, û	**g**

If we compare the summaries for l^v, k^v, g^v with those for *l*, *k*, *g*, we see certain defects of the *Conventional Spelling* in representing these six sounds:

1. both l^vo and *lo*, ol^v and *ol* (before consonant or final), are written with plain *l*; following the usual spelling, one has to learn arbitrarily which words have l^v and which have *l* before or after *o*, that *kolonya* has *lo* and *lokanta* has l^vo;
2. both k^v and *k* are written with plain k before or after *i*, *e*, *â*, *û;* one must learn the words where *Conventional Spelling ki* is pronounced *ki* instead of k^vi or *Conventional Spelling ke* sounds like *ke* instead of k^ve, or where *ik* or *ek* sounds like *ik* or *ek* rather than ik^v or ek^v, just as one must learn the words in which the circumflex in the conventional *kâ* refers to a following *l* and not to the preceding *k*, or where in *âk* it refers to a preceding *l* or *k* or *g* and not to the following *k*; that *vakit* has *ki* and *iki* has k^vi;
3. both g^v and *g* are written with plain *g* before *i*, *e*, *â*, *û;* here just as with k^v and *k*, one must learn in which words *gi* or *ge* is to be g^vi, g^ve and where it sounds like *gi*, *ge;* and in which the circumflex in *gâ*, *gû* refers not to the *g*, but to a following *l*.

Long Vowels

If we look at the summaries for *length* (:), we see that there is one way of indicating it in the *Aids to Listening* (:), and two ways in the *Conventional Spelling*, 1: before a consonant and after a vowel, with *ğ*, or 2: no mark at all. The first way is not very common, but in any case one has to learn all the words which have *ğ* with this value. Most of the words with long vowels do not indicate them in any way. They have to be learned. Occasionally one finds the circumflex (^) used here also, to indicate length, and so one is in doubt as to whether *kâ*, for example, means k^va or *ka:*, or for that matter, even $k^va:$. One must learn that *Leylâ* has $l^va:$ and *filân* has l^va. This double use of the circumflex is another defect of the *Conventional Spelling*.

Digitized by Google

and ğ

If we look at the summary for *zero* between vowels, we see that it sometimes equals ğ in the *Conventional Spelling*. But we remember that two vowels may come together in both the *Aids to Listening* and in the *Conventional Spelling*. We also remember that in such cases between the two vowels one may pronounce the catch in the throat which we wrote with (’). So to distinguish, for example, between *Aids to Listening aa* in *sàát* (saat) 'hour' and *aa* in *yàár* (yağar) 'it rains', one listens for a very careful slow pronunciation with (’). One may often hear *sà’át*, but *never* **yà’ár*. In ordinary speech, however, one hears *aa* in both cases (sàát, yàár), so one must learn the words with ğ between the two vowels of the groups listed in the summary.

ğ and y

Looking at the summary for *y*, we see that *Aids to Listening y* may sometimes be represented by ğ (in the cases indicated) in the *Conventional Spelling*. We can reverse the statement and say that ğ in these cases always is pronounced like *y*. However, *y* in these and many other cases may also be written *y* in the *Conventional Spelling*, so we have to learn the words which have ğ and those which have *y* in the cases listed. For example, we must learn that *öylʸé* 'noon', is spelled *öğle*, and *öylʸé* 'thus, so', is spelled *öyle*.

In the following unit we shall suggest remedies for some of these defects in our *Standardized Conventional Spelling*.

Section B—Word Study and Review of Basic Sentences

1. Word Study (Individual Study)

1. *Turkish equivalents of English "with"*

Since Unit 4, we have seen many instances of words followed by *ìlʸé* (ile) 'with'. In Unit 7 we saw *asànsőrlʸè* (asansörle) 'with [the] elevator', and in this unit we have seen *trámváylà* (tramvayla) 'by (lit. with) street car', and *vàpúrlà* (vapurla) 'by (lit. with) boat'. These last three words have, instead of a separate word *ìlʸé* (ile) (*asànsőr ìlʸè* (asansör ile), *trámváy ìlʸè* (tramvay ile), *vàpúr ìlʸè* (vapur ile), an ending. Here we give a summary of the forms of this ending:

Digitized by Google

	Column I				Column II	
			Group I			
i	kʸìmín	kimin	*'whose; whom'*	: kʸìmínlʸè	kiminle	*'with whom'*
e	yèmékʸ	yemek	*'[the] meal'*	: yémékʸlʸè	yemekle	*'with [the] meal'*
ü	sút	süt	*'[the] milk'*	: sútlʸè	sütle	*'with [the] milk'*
ö	ásànsór	asansör	*'[the] elevator'*	: asánsórlʸè	asansörle	*'with [the] elevator'*
			Group II			
ı	bàlík	balık	*'[the] fish'*	: bálíklà	balıkla	*'with [the] fish'*
a	tàrák	tarak	*'[the] comb'*	: táráklà	tarakla	*'with [the] comb'*
u	tàvúk	tavuk	*'[the] chicken'*	: távúklà	tavukla	*'with [the] chicken'*
o	ón	on	*'ten'*	: ónlà	onla	*'with ten'*
			Group III			
ı	àlʸí	Ali	*'Ali'*	: álʸíylʸè	Aliyle	*'with Ali'*
e	àyşé	Ayşe	*'Ayesha'*	: áyşéylʸè	Ayşeyle	*'with Ayesha'*
ı	şàrkí	şarkı	*'song'*	: şárkíylà	şarkıyla	*'with [a] song'*
a	lʸèylʸá:	Leylâ	*'Leyla!'*	: lʸéylʸá:ylà	Leylâyla	*'with Leyla'*
u	sú	su	*'water'*	: súylà	suyla	*'with water'*

If we compare Column I with Column II, Group I with Group II, Groups I and II with Group III, we find that the ending which means "with":

1. follows Vowel Harmony Type II;
2. is *-lʸe, -la* after a consonant;
3. is *-ylʸe, -yla* after a vowel;
4. has the *strongest vowel* before the ending, never on it. We also note that in the form *kʸímínlʸè* (kiminle) 'with whom', the ending is not added directly to the base *kʸím* (kim) 'who', as it is with all the other forms listed, but is added to the form with the genitive ending *-(n)in, -(n)ün, -(n)ın, -(n)un.*

This is also true of the forms *bénímlʸè* (benimle)

Digitized by Google

'with me', *ònúnlà* (onunla) 'with him, her, it', *sizínlʸè* (sizinle) 'with you'. We have not yet met *bìzím* (bizim) 'our', but from that we also get *bizímlʸè* (bizimle) 'with us'.

From *ònlár* (onlar) 'they', however, one forms *ònlárlà* (onlarla) 'with them'.

Of the genitive forms, we note that *bèním* (benim) 'my' and *bìzím* (bizim) 'our' are irregular in that they add *-im* intead of *-in*.

We may note that *ìlʸé* (ile) may also mean 'and', as in *lʸèylʸá:‿ìlʸè* (Leylâ ile) or *lʸèylʸá:ylà* (Leylâyla) *bén* (ben) 'Leyla and I'. This "with" ending indicates an accompanying or concomitant element, so we shall call it the *concomitive* ending.

2. *Turkish equivalents of English "to, for"*

Here are some of the examples we have seen thus far:

saát‿yediyé‿béş‿kálà.	Saat yediye beş kala.	*'It's five to seven.'*
állahá‿ısmárladìk!	Allaha ısmarladık!	*'Good-bye! (lit. we have commended [you] to God)'*
sizé‿íş‿vermékʸ‿ístiyòrúz.	Size iş vermek istiyoruz.	*'We want to give you work.'*
hoşunuzá‿gʸídiyórmù?	Hoşunuza gidiyormu?	*'Do you like it? (lit. does it go to your pleasure?)'*
báy‿ákyüreyin‿hoşuná‿gʸídiyórmù?	Bay Akyüreğin hoşuna gidiyormu?	*'Does Mr. Akyurek like it? (lit. does it go to his pleasure?)'*
sinémàyà 'daímá‿berá:bér‿gʸidérlʸèr.	Sinemaya daima beraber giderler.	*'They always go to the movies together.'*
yá:múr‿ya:maá‿báşlıyòr.	Yağmur yağmağa başlıyor.	*'It's beginning to rain.'*
banádá‿bíra‿gʸetìríníz!	Bana da bira getiriniz!	*'And bring me beer!'*
bóáz‿içiné‿gʸídelʸìm!	Boğaziçine gidelim!	*'Let's go to the Bosporus!'*
búrádà ásya‿avrúpaya‿çók‿yákìn.	Burada Asya Avrupaya çok yakın.	*'Here Asia is very close to Europe.'*

Digitized by Google

If we take these examples, and add others, we get:

	Column I				*Column II*		
			Group I				
i	síz	siz	*'you'*	:	sìzé	size	*'to you'*
e	év	ev	*'house'*	:	èvé	eve	*'to [the] house'*
ü	sût	süt	*'milk'*	:	sûté	süte	*'[in] to [the] milk'*
ö	gʸók ʸ	gök	*'heaven'*	:	gʸòé	göğe	*'to heaven'*
			Group II				
ı	kíz	kız	*'girl*	:	kìzá	kıza	*'to [the] girl'*
a	àlláh	Allah	*'God'*	:	àllahá	Allaha	*'to God'*
u	çòcúk	çocuk	*'boy'*	:	çòcúá	çocuğa	*'to [the] boy'*
o	ó(n)	o	*'he, (she, it)'*	:	òná	ona	*'to him (her, it)'*
			Group III				
i	yèdí	yedi	*'seven'*	:	yèdiyé	yediye	*'to seven'*
e	ískʸélʸè	iskele	*'pier'*	:	ískʸélʸeyè	iskeleye	*'to [the] pier'*
ı	tòplántí	toplantı	*'party'*	:	tóplàntıyá	toplantıya	*'to [the] party'*
a	sínémà	sinema	*'movies'*	:	sinémàyà	sinemaya	*'to [the] movies'*
			Group IV				
i	bóáz‿içì	Boğaziçi	*'Bosporus'*	:	bóáz‿içinè	Boğaziçine	*'to [the] Bosporus'*
ı	hòşlárí	hoşları	*'their pleasure'*	:	hóşlàrınà	hoşlarına	*'to their pleasure'*
u	hòşú	hoşu	*'his pleasure'*	:	hòşúná	hoşuna	*'to his pleasure'*
i	èví	evi	*'his house'*	:	èviné	evine	*'to his house'*

If we compare Column I with Column II, Group I with Group II, Groups I and II with III, Groups I, II, and III with IV, we see that the ending which means "to (into, onto, in order to, up to, etc.), for":

Digitized by Google

1. follows Vowel Harmony Type II;
2. after consonants is *-e*, *-a*;
3. after vowels is *-ye*, *-ya*;
4. except that after the possessive ending *-(s)i*, *-(s)ü*, *-(s)ı*, *-(s)u*, it is *-ne*, *-na*;
5. if the *last* vowel of the base is strongest, the vowel of the ending is *strongest*;
6. but if some other vowel of the base is strongest, the vowel of the ending is then *second strongest.*

Note also the form *bàná* 'to me', with its irregular *a's*, instead of *e*.

We also notice that before some verbs we find forms with this ending. Compare:

yüzmékʸ ̣istiyòr	yüzmek istiyor	'[*he*] *wants to swim*'
with		
yüzmeyé‿báşlıyòr	yüzmeğe başlıyor	'[*he*] *begins to swim*'
yüzmeyé‿gʸ ̣idiyòr	yüzmeğe gidiyor	'[*he*] *goes swimming* (*lit. for to swim*)'
and		
ónú‿gʸörüyòr	onu görüyor	'[*he*] *sees it*'
with		
óná‿bákıyòr	ona bakıyor	'[*he*] *is looking at it*'

The verbs *başla-* . . . (başla- . . .) 'begin', *gʸit-* . . . (git- . . .) 'go', *bak-* . . . (bak- . . .) 'look at' are preceded by infinitives or nouns, as the case may be, with this ending.

This "to" ending may, among other things, mark the thing to which something is given, so we shall call it the *dative* ending.

3. *Turkish equivalents of English "I do not" forms*

In the *Basic Sentences* of this unit, we have seen the forms *ìstémém* (istemem) 'I [do] not want', the negative of *ìstérìm* (isterim) 'I want', *gʸìtméz* (gitmez) '[it] does not go', the negative of *gʸìdér* (gider) '[it] goes', *ìnméyìz* (inmeyiz) 'we'll not get off', the negative of *ìnérìz* (ineriz) 'we'll get off', and *yüzmézmiyìz* (yüzmezmiyiz) 'won't we swim?' the negative of *yüzérmìyìz* (yüzermiyiz) 'will we swim?'.

a. Now if we take these negative forms and add others to complete the table, we get:

Digitized by Google

	Column I				*Column II*		
			Group I				
i	ìnér	iner	'[*he*] *gets off*'	:	ìnméz	inmez	'[*he*] *doesn't get off*'
e	gʸèlʸír	gelir	'[*he*] *comes*'	:	gʸèlʸméz	gelmez	'[*he*] *doesn't come*'
ü	yǜzér	yüzer	'[*he*] *swims*'	:	yǜzméz	yüzmez	'[*he*] *doesn't swim*'
ö	gʸǒrǘr	görür	'[*he*] *sees*'	:	gʸǒrméz	görmez	'[*he*] *doesn't see*'
			Group II				
ı	çìkár	çıkar	'[*he*] *goes up*'	:	çìkmáz	çıkmaz	'[*he*] *doesn't go up*'
a	àrár	arar	'[*he*] *looks for* [*it*]'	:	àràmáz	aramaz	'[*he*] *doesn't look for* [*it*]'
u	ùnútúr	unutur	'[*he*] *forgets*'	:	ùnùtmáz	unutmaz	'[*he*] *doesn't forget*'
o	òvár	ovar	'[*he*] *brushes*'	:	òvmáz	ovmaz	'[*he*] *doesn't brush*'

If we compare Column I with Column II, and Group I with Group II, we see that in Column I we have the following *aorist* endings: *-er*, *-ir*, *-ür*, *-ar*, *-r*, *-ur*.

In Column II, however, we have only *-ez* and *-az*. That is, the *aorist with the negative* always follows Vowel Harmony Type II. We note also that instead of ending in *-r*, it ends in *-z*.

We see that here the negative suffix has its short form *-m-*, having lost its vowel *-e-*, *-a-* before the *-ez*, *-az* of the aorist ending.

We note, likewise, that in the negative, just as in the positive, it is the vowel of the ending which is *strongest*, in spite of the negative ending *-m(e)-*, *-m(a)-* which comes before it, and which usually requires the last vowel before itself to be strongest.

Now observe the following forms:

Column I				*Column II*		
gʸidérsiniz	gidersiniz	'*you go*'	:	gʸitmézsiniz	gitmezsiniz	'*you don't go*'
bàşlársınız	başlarsınız	'*you begin*'	:	bàşlamázsinìz	başlamazsınız	'*you don't begin*'
içèrlʸér	içerler	'*they drink*'	:	içmèzlʸér	içmezler	'*they don't drink*'
yikàrlár	yıkarlar	'*they wash* [*it*]'	:	yikamàzlár	yıkamazlar	'*they don't wash* [*it*]'

Digitized by Google

We see from these forms that with the "you" and "they" forms of the negative aorist, also, the aorist ending is *-ez*, *-az*, and the negative ending is *-m-*.

We note in the "they" form, however, that it is the "they" ending which has the *strongest vowel*, and the vowel of the aorist ending has been reduced to second place.

Then note the following:

Column I				*Column II*		
içérìz	içeriz	*'we drink'*	:	içméyiz	içmeyiz	*'we don't drink'*
gʸülʸérìz	güleriz	*'we laugh'*	:	gʸülʸméyìz	gülmeyiz	*'we don't laugh'*
yapárìz	yaparız	*'we do'*	:	yapmáyìz	yapmayız	*'we don't do'*
tarárìz	tararız	*'we comb'*	:	taramáyìz	taramayız	*'we don't comb'*

Here we see that in the "we" form of the negative aorist:

1. the aorist ending has been reduced to *-e-*, *-a-*, retaining only its strong vowel, and losing the *-z-*;
2. after the aorist vowel, we find the form of the "we" ending with initial *-y-*.

Now compare:

Column I				*Column II*		
istérìm	isterim	*'I want'*	:	istémém	istemem	*'I don't want'*
sevérìm	severim	*'I like'*	:	sèvmém	sevmem	*'I don't like'*
anlárìm	anlarım	*'I understand'*	:	ànlámám	anlamam	*'I don't understand'*
kónuşúrùm	konuşurum	*'I talk'*	:	kónùşmám	konuşmam	*'I don't talk'*

Here we see that in the "I" form of the negative aorist, just as in the "we" form,

1. the aorist ending has been reduced to *-e-*, *-a-*, retaining only its strong vowel, and losing the *-z-*;
2. we note, however, that here, instead of the form of the "I" ending with the initial *-y-* after a vowel (*-yim*, *-yım*), we have only *-m*; this final *-m*, meaning "I", is an ending we shall meet again with other verb forms, but it occurs with the aorist forms only here, in the "I" form of the negative aorist.

Digitized by Google

b. Now observe the following *interrogative* aorist forms:

Column I				*Column II*		
gʸèlʸírim	gelirim	*'I'll come'*	:	gʸelʸírmiyim?	gelirmiyim?	*'will I come?'*
kàlkárìz	kalkarız	*'we'll get up'*	:	kàlkármıyìz?	kalkarmıyız?	*'will we get up?'*
islanírsinìz	ıslanırsınız	*'you'll get wet'*	:	islanírmisinìz?	ıslanırmısınız?	*'will you get wet?'*
kònúşúr	konuşur	*'[he] talks'*	:	kónuşúrmù?	konuşurmu?	*'does [he] talk?'*
óvàrlár	ovarlar	*'they brush'*	:	ovárlármì?	ovarlarmı?	*'do they brush?'*

We note that:

1. the interrogative ending (*-mi, -mü, -mı, -mu*) immediately follows the aorist ending (or the "they" ending, when it is present);
2. in the "I" and "we" forms, one finds the forms of the "I" and "we" endings which have initial *-y-*, after the vowel of the interrogative;
3. the *strongest vowel* of the aorist ending happens also to be the strong vowel immediately before the interrogative ending, except with the "they" ending, where the "they" ending vowel is strongest, the vowel of the interrogative second strongest, and the vowel of the aorist is reduced to third place.

c. Finally, observe these *interrogative negative aorist* forms:

Column I				*Column II*		
gʸìrmém	girmem	*'I don't enter'*	:	gʸìrmézmiyìm?	girmezmiyim?	*'do I not enter?'*
dèméz	demez	*'[he] doesn't say'*	:	dèmézmì?	demezmi?	*'does [he] not say?'*
yüzméyìz	yüzmeyiz	*'we don't swim'*	:	yüzmézmiyìz?	yüzmezmiyiz?	*'do we not swim?'*
kóşmázsınìz	koşmazsınız	*'you don't run'*	:	kóşmázmisınìz?	koşmazmısınız?	*'do you not run?'*
tóplánmàzlár	toplanmazlar	*'they don't gather'*	:	tóplánmázlármì?	toplanmazlarmı?	*'do they not gather?'*

Digitized by Google

We find that:

1. before the interrogative ending one gets the full form of the aorist with the negative (*-ez, -az*) in all cases;
2. in all cases except that of the "they" form, the *strong vowel* of the aorist ending happens also to be the strong vowel immediately before the interrogative ending, except with the "they" ending, where the vowel of this ending is strongest, the vowel of the interrogative second strongest, and the vowel of the aorist is reduced to third place.

2. Covering English and Turkish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the Turkish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

Section C—Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Turkish. Check up on anything you do not know, until you are sure of everything.

3. Word Study Review (Individual Study)

Work through the following exercises. Do not write anything down. If you cannot do the work rapidly, review again the *Word Study*. Be prepared to do what is required when the Leader calls on you. Always repeat the entire expression phrase or sentence as you work.

Digitized by Google

1. Complete the following sentences with the proper *concomitive* forms of the nouns in parentheses:

1. sìz (bén)‿gʸelʸírmìsìnìz?
   Siz (ben) gelirmisiniz?
2. òrhán (lʸèylʸá:)‿berá:bèr sinémayà‿gʸidecèkʸ.
   Orhan (Leylâ) beraber sinemaya gidecek.
3. ikʸìncí‿kàtà (ne)‿çikalìm?
   İkinci kata (ne) çıkalım?
4. (tàvúk)‿berá:bèr né‿yemékʸ‿ìstèrsìnìz?
   (Tavuk) beraber ne yemek istersiniz?
5. gʸüzélʸ‿bír‿(kíz) néreyé‿gʸitmékʸ‿ìstiyòrsunúz?
   Güzel bir (kız) nereye gitmek istiyorsunuz?

2. Complete the following sentences with the corresponding *dative* forms of the nouns in parentheses:

1. (ánkárà)‿néylʸé‿gʸìdilʸìr?
   (Ankara) neyle gidilir?
2. (ìstásyón‿kʸöşesì) trénlʸémi‿gʸìdilʸìr?
   (İstasyon köşesi) trenlemi gidilir?
3. şìmdi‿(bén)‿bakíyórlàr.
   Şimdi (ben) bakıyorlar.
4. saàt‿(dòkúz)‿ón‿kálà.
   Saat (dokuz) on kala.
5. tomún‿(èvì)‿yákìn bír‿sinémà‿vàr.
   Tomun (evi) yakın bir sinema var.

3. Complete the following sentences with the corresponding *negative aorist* forms of the verbs in parentheses:

1. bíz saát‿áltıyá‿kádàr (gʸir- . . .).
   Biz saat altıya kadar (gir- . . .).
2. türkʸçe‿iyì‿kónuşúrmúsunùz? háyìr, maálʸésèf, iyì‿(konuş- . . .).
   Türkçe iyi konuşurmusunuz? Hayır, maalesef, iyi (konuş- . . .).
3. árkadàşlarí lʸokántada‿(toplan- . . .)? háyìr, (toplan- . . .).
   Arkadaşları lokantada (toplan- . . .)? Hayır, (toplan- . . .).
4. ya:murdà‿(ıslan- . . .)? évèt, islanírìz.
   Yağmurda (ıslan- . . .)? Evet, ıslanırız.
5. òrhán bír‿şéy‿(unut- . . .).
   Orhan bir şey (unut- . . .).

4. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. *Ahmet meets Tom Carr early in the morning and says to him:*

a. sìzí bú‿sábàh şehré‿gʸöstérmékʸ‿ìstiyòrúm. — Sizi bu sabah şehre göstermek istiyorum.

b. sìzé bú‿sábàh şehrí‿gʸöstérmékʸ‿ìstiyòrúm. — Size bu sabah şehri göstermek istiyorum.

Digitized by Google

2. *Tom wants to know what there is to see:*

a. istánbúldà gʸörülʸecékʸ‿nérelʸeri‿vàr? — İstanbulda görülecek nereleri var?

b. plʸàjdá gʸörülʸecékʸ‿kʸímlʸér‿vàr? — Plâjda görülecek kimler var?

3. *Ahmet exclaims with great enthusiasm:*

a. órádà hér‿türlʸü‿kíz‿vàr. — Orada her türlü kız var.

b. hér‿türlʸü‿mánzará‿vàr. — Her türlü manzara var.

4. *Ahmet then goes into detail:*

a. gʸüzélʸ‿yüzlʸèr, èlʸlʸér, sàçlár! başká‿né‿istiyòrsunúz? — Güzel yüzler, eller, saçlar! Başka ne istiyorsunuz?

b. cà:mílʸér, sáràylár, múzèlʸèr, bóáz‿içì! — Camiler, saraylar, müzeler, Boğaziçi!

5. *Tom says he isn't interested:*

a. bú‿gʸùn cá:milʸerè‿filʸán‿gʸitmékʸ‿ístemém! — Bu gün camilere filân gitmek istemem!

b. bú‿gʸùn yûzlʸér, èlʸlér, sáçlár‿fílʸàn hoşumá‿gʸítmiyòr! — Bu gün yüzler, eller, saçlar filân hoşuma gitmiyor!

6. *Ahmet suggests that they do something else then:*

a. öylʸé‿isè múzeyé‿gʸídelʸìm! — Öyle ise müzeye gidelim!

b. öylʸé‿isè bóáz‿içiné‿gʸídelʸìm! — Öyle ise Boğaziçine gidelim!

7. *Tom asks how one gets there:*

a. óraya‿yüzecékʸmíyìz? — Oraya yüzecekmiyiz?

b. óraya‿násil‿gʸídilʸìr? — Oraya nasil gidilir?

8. *Ahmet explains the means of transportation:*

a. búrádàn vápurá‿kádàr kóşárìz. óradàndá yüzérìz. — Buradan vapura kadar koşarız. Oradan da yüzeriz.

b. búrádàn ískʸelʸeyé‿kádàr trámváylà. óradàndá vápúrlà. — Buradan iskeleye kadar tramvayla. Oradan da vapurla.

Digitized by Google

9. *When they arrive at the pier, Tom asks:*

a. búradàndá néylė‿gʸidèri̇z? — Buradan da neyle gideriz?

b. bú‿vapùrlá gʸi̇tmézmiyìz? — Bu vapurla gitmezmiyiz?

10. *Ahmet explains:*

a. háyìr, bú‿vápùr bóàz‿içinė‿gʸi̇tméz. ö̇bü̇r‿vapurá‿bi̇nelʸìm! — Hayır, bu vapur Boğaziçine gitmez. Öbür vapura binelim!

b. búradàndá trénlʸé‿gʸidèri̇z. — Buradan da trenle gideriz.

11. *When they are on the boat, Tom asks:*

a. bú‿káttàn etra:fi‿iyi̇‿gʸörü̇rmü̇yùz? — Bu kattan etrafı iyi görürmüyüz?

b. búrádàn gʸüzélʸ‿kızlari‿iyi̇‿gʸörü̇rmü̇yùz? — Buradan güzel kızları iyi görürmüyüz?

12. *Ahmet answers:*

a. háyìr, bú‿taráftà yü̇zmèzlʸér! — Hayır, bu tarafta yüzmezler!

b. évèt, hér‿ikʸi̇‿tárafídà gʸö̇rü̇rùz. — Evet, her iki tarafıda görürüz.

13. *Tom, looking over the scenery, sees something and exclaims:*

a. bákìn! bi̇zi̇m‿yánımizdà ikʸi̇‿ta:né‿yü̇zü̇yòr! — Bakın! Bizim yanımızda iki tane yüzüyor!

b. bákìn! órádà büyü̇kʸ‿bi̇r‿plʸáj‿vàr. — Bakın! Orada büyük bir plâj var.

14. *Tom asks if they are going to swim there and Ahmet answers:*

a. évèt, ö̇ylʸedén‿sònrá. — Evet, öğleden sonra.

b. évèt, akṣám‿yeméyi̇ndén‿sònrá. — Evet, akşam yemeğinden sonra.

Section D—Listening In

1. What Did You Say?

Give your answers in Turkish for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

Digitized by Google

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Turkish for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English. As a final check the Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C. 3).

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Turkish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. *Seeing the Bosporus.*

Record 21A, after 3rd spiral.

àhmét—	sizė‿bú‿sabáh‿boáz‿içini‿gʸöstérmékʸ‿istiyòrúm.	Size bu sabah Boğaziçini göstermek istiyorum.
	istánbulun‿én‿gʸüzélʸ‿mànzaralari óradàdir.	İstanbulun en güzel manzaraları oradadır.
tòm‿kár—	boáz‿içindė‿gʸörülʸecékʸ‿nérelʸeri‿vàr?	Boğaziçinde görülecek nereleri var?
[àhmét][1]—	gʸüzélʸ‿cá:milʸèr, sáraylár, vė‿plʸájlár‿vàr.	Güzel camiler, saraylar, ve plâjlar var.
tóm—	sáraylará‿filʸàn bú‿gʸûn gʸitmèkʸ‿istemém.	Saraylara filân bu gün gitmek istemem.
	havá‿çók‿gʸüzèlʸ.	Hava çok güzel.
	plʸajá‿yüzmeyé‿gʸidelʸìm!	Plâja yüzmeğe gidelim!
àhmét—	pékʸ‿iyì.	Pek iyi.
tóm—	óraya‿násil‿gʸidilʸìr?	Oraya nasıl gidilir?
àhmét—	búrádàn iskʸelʸeyé‿kádàr trámváylà, óradàndá vápúrlà.	Buradan iskeleye kadar tramvayla, oradan da vapurla.
tóm—	bú‿vápùr boáz‿içiné‿gʸidérmì?	Bu vapur Boğaziçine gidermi?

[1]Not on record.

Digitized by Google

àhmét—	háyìr. gʸìtméz.	Hayır. Gitmez.
	öbûr‿vapurá‿bínmemìz‿lʸa:zım.	Öbür vapura binmemiz lâzım.
	vápurún‿kálkmásınà dahá‿çók‿vákít‿vàr.	Vapurun kalkmasına daha çok vakit var.
	bír‿káhvé‿içelʸìm!	Bir kahve içelim.
	sónrá‿binèríz.	Sonra bineriz.
tóm—	néredé‿ínecèyíz?	Nerede ineceğiz?
	són‿ískʸélʸedèmí?	Son iskeledemi?
àhmét—	háyìr. bìr‿évvélʸ.	Hayır. Bir evvel.
tóm—	vápurún‿kálkmásınà béş‿dakí:ká‿vàr.	Vapurun kalkmasına beş dakika var.
àhmét—	öylʸé‿ísè bìnélʸím.	Öyle ise binelim.
	ikʸínci‿katá‿çikalìm.	İkinci kata çıkalım.
	óradan‿etra:fí‿dáhá‿iyí‿gʸörûrûz.	Oradan etrafı daha iyi görürüz.
tóm—	birínci‿káttàn gʸörmézmiyìz?	Birinci kattan görmezmiyiz?
àhmét—	ò‿kadár‿iyí‿déyílʸ.	O kadar iyi değil.
tóm—	bákìn!	Bakın!
	ó‿büyúkʸ‿vápùr néreyé‿gʸídiyòr?	O büyük vapur nereye gidiyor?
àhmét—	gá:lʸíbà rúsyayá‿gʸídiyòr.	Galiba Rusyaya gidiyor.
tóm—	búrada‿boazín‿hér‿ikʸí‿tarafınádà çók‿yákínìz.	Burada Boğazın her iki tarafına da çok yakınız.
àhmét—	bír‿taráftà ásyà, bír‿taráftà ávrúpà.	Bir tarafta Asya, bir tarafta Avrupa.

2. *On the way to the beach.*

Record 21B, beginning.

tóm—	plʸáj‿çók‿sıcákmı‿ólùr?	Plâj çok sıcakmı olur?
àhmét—	háyìr, çúnkʸû bú‿gʸûn gʸökʸ‿yüzündè bulútlár‿vàr.	Hayır, çünkü bu gün gök yüzünde bulutlar var.

Digitized by Google

tóm—	óraya‿né‿vakit‿gʸélʸecèyiz?	Oraya ne vakit geleceğiz?
àhmét—	bés‿ón‿daki:ká‿sònrá.	Beş, on dakika sonra.
tóm—	né‿kadár‿kálacàiz?	Ne kadar kalacağız?
àhmét—	öylʸé‿yeméyiné‿kádàr.	Öğle yemeğine kadar.
tóm—	öylʸé‿yeméyini néredé‿yiyecèyiz?	Öğle yemeğini nerede yiyeceğiz?
àhmét—	plʸájín‿lʸokàntasındá.	Plâjın lokantasında.
tóm—	iyi‿yemekʸlʸeri‿vármì?	İyi yemekleri varmı?
àhmét—	évèt. çók‿iyi‿bálík‿yemekʸlʸeri‿vàr.	Evet. Çok iyi balık vemekleri var.
tóm—	plʸajdá‿gʸüzél‿kızlár‿vármì?	Plâjda güzel kızlar varmı?
àhmét—	várdìr!	Vardır!
tóm—	onlárla‿konúşacákmıyız?	Onlarla konuşacakmıyız?
àhmét—	paraniz‿vármì?	Paranız varmı?
tóm—	plʸajdá‿pará‿lʸá:zìm‿déyílʸ.	Plâjda para lâzım değil.
àhmét—	háyìr, fákàt sónrà?	Hayır, fakat sonra?
tóm—	sónrà, állahá‿ısmárladık!	Sonra, Allaha ısmarladık!

3. *On the boat.*

tóm—	mánzara‿çók‿gʸüzèlʸ déyílʸmì?	Manzara çok güzel değilmi?
àhmét—	nérédè? gʸórmüyórúm!	Nerede? Görmüyorum!
tóm—	ílʸèrdé. ikʸínci‿káttà!	İlerde. İkinci katta!
àhmét—	simdi‿gʸörúyórùm!	Şimdi görüyorum!
	sízde‿hér‿şeyi‿gʸörúyórsunùz!	Siz de her şeyi görüyorsunuz!
	gá:lʸibà onún‿bir‿kiz‿árkadaşí‿vàr.	Galiba onun bir kız arkadaşı var.
tóm—	ilʸeriyé‿gʸidelʸímmì?	İleriye gidelimmi?
àhmét—	dáimà!	Daima!

Digitized by Google

4. *At the last pier.*

àhmét—	ṣímdi‿són‿ìsk^{y}el^{y}eyé yáklaṣíyórùz.	Şimdi son iskeleye yaklaşıyoruz.
tóm—	búrada‿çók‿kálacákmiyìz?	Burada çok kalacakmıyız?
àhmét—	háyìr, yálnız‿ón‿dakí:kà.	Hayır, yalnız on dakika.
tóm—	bú‿ìsk^{y}el^{y}é pl^{y}ajá‿yákínmì?	Bu iskele plâja yakınmı?
àhmét—	háyìr dèyí́l^{y}.	Hayır değil.
	pl^{y}áj‿istánbula‿dáhá‿yákìn.	Plâj İstanbula daha yakın.
	öyl^{y}edén‿sònrá g^{y}ö́recék^{y}sini̇̀z.	Öğleden sonra göreceksiniz.

5. *On the way back.*

àhmét—	istánbul‿hoşunuzá‿g^{y}ídiyórmù?	İstanbul hoşunuza gidiyormu?
tóm—	évèt, g^{y}ídíyòr.	Evet, gidiyor.
àhmét—	én‿çók‿néresí‿g^{y}ídiyòr?	En çok neresi gidiyor?
tóm—	ṣímdiyé‿kádàr én‿çòk bóáz‿içí‿hóṣumà‿g^{y}idiyór.	Şimdiye kadar en çok Boğaziçi hoşuma gidiyor.
àhmét—	istánbulun‿én‿g^{y}üzél^{y}‿taraflarındán‿bírì[1] órasìdir.	İstanbulun en güzel taraflarından biri orasıdır.
	fákàt istánbuldá‿g^{y}örül^{y}ecèk^{y} başká‿çók‿mánzarálár‿vàr.	Fakat İstanbulda görülecek başka çok manzaralar var.
	onlari‿yáváş‿yaváş‿g^{y}ö́recèk^{y}siníz.	Onları yavaş yavaş göreceksiniz.
tóm—	évèt, onlari‿g^{y}ö́rmém‿l^{y}á:zìm, çúnkù istánbulda‿çók‿kálmıyacàim.	Evet, onları görmem lâzım, çünkü İstanbulda çok kalmıyacağım.
àhmét—	sónra‿néreyé‿g^{y}ídecèk^{y}siníz?	Sonra nereye gideceksiniz?
tóm—	rúsyáyà.	Rusyaya.

[1]One of Istanbul's most beautiful parts.

Digitized by Google

SECTION E—CONVERSATION

1. Covering the Turkish in Basic Sentences (Individual Study)

Cover the Turkish of the *Basic Sentences* and practice saying the Turkish equivalents of the English expressions

2. Vocabulary Check-Up

Give the Turkish expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Tom sees the sights.

   Ahmet says good morning to Tom and asks him how he likes the weather. Tom replies. Ahmet offers to show him about town. Tom is not too much interested, wonders what there is to see. Ahmet lists the sights. Tom would rather go to the Bosporus. So they decide to go there. They talk about how to get there. When they are on the boat, they discuss the sights, the water, the other boats, where they're going, etc.

2. Tom combines bathing with sight-seeing.

   Tom, sitting beside Ahmet on the upper deck of the steamer, complains that it's cloudy. Ahmet points out that the beach will not be hot. They talk about how long the trip takes, what they'll see when they get there, whether Tom has any money or not, where they'll eat, etc. Arriving at the beach, Tom takes in the sights, immediately heads for them. Ahmet advises him to take it easy. They say hello to the girls, talk about the weather, buy sodas for them, make dates for the evening, etc.

SECTION F—CONVERSATION (*Cont.*)

1. Conversation (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

Digitized by Google

2. Questions and Answers

First run through the *Listening In* once more. Then answer the following questions when the Guide asks you, or take turns asking them of others and answering them:

1.

1. àhmét ó sábàh kʸímé boáz içiní gʸöstermékʸ istiyòr?
2. istánbulun én gʸüzélʸ nélʸeríʸ òradádır?
3. órádà gʸörülʸecékʸ nérelʸeríʸ vàr?
4. sìzín saràylarí filʸán gʸörmèkʸ hoşunuzà gʸidérmì?
5. plʸajá né yapmaá gʸidelʸìm?
6. búrádàn órayá kádàr násil gʸidilʸìr?
7. bú vápùr néreyé gʸidèr?
8. néyé binmemiz lʸá:zìm?
9. vapurún né yapmasınà dahá çók vakít vàr?
10. dáhá évvèlʸ né yápalìm?
11. sónrà né yapàrız?
12. néredé inecékʸlʸèr?
13. vápurún kálkmasınà káç daki:ká vàr?
14. öylʸé ísè né yápalìm?
15. néreyé çikalìm?
16. órayà né içín çikalìm?
17. órádàn néyí gʸörürüz?
18. birínci káttàn ó kadár iyi gʸörmézmiyiz?
19. néyé bákalìm?
20. vàpúr néreyé gʸídiyòr?
21. búrádà nérelʸeré çók yakìniz?

Ahmet o sabah kime Boğaziçini göstermek istiyor?
İstanbulun en güzel neleri oradadır?
Orada görülecek nereleri var?
Sizin sarayları filân görmek hoşunuza gidermi?
Plâja ne yapmağa gidelim?
Buradan oraya kadar nasıl gidilir?
Bu vapur nereye gider?
Neye binmemiz lâzım?
Vapurun ne yapmasına daha çok vakit var?
Daha evvel ne yapalım?
Sonra ne yaparız?
Nerede inecekler?
Vapurun kalkmasına kaç dakika var?
Öyle ise ne yapalım?
Nereye çıkalım?
Oraya ne için çıkalım?
Oradan neyi görürüz?
Birinci kattan o kadar iyi görmezmiyiz?
Neye bakalım?
Vapur nereye gidiyor?
Burada nerelere çok yakınız?

Digitized by Google

22. bír‿taráftà néresi‿vàr? Bir tarafta neresi var?
23. öbúr‿taráftàdá néresini‿gʸörüyòrúz? Öbür tarafta da neresini görüyoruz?

2. 24. bú‿gʸûn plʸáj‿násìl? Bu gün plâj nasıl?
25. gʸök‿yüzündè né‿vàr? Gök yüzünde ne var?
26. plʸajá‿né‿vakit‿gʸélʸecèyiz? Plâja ne vakit geleceğiz?
27. né‿kadár‿kálacàiz? Ne kadar kalacağız?
28. öylʸé‿yeméyimizi néredé‿yiyecèyiz? Öyle yemeğimizi nerede yiyeceğiz?
29. plʸàjdá başká‿né‿vàr? Plâjda başka ne var?
30. onlárla‿konúşmák‿içìn parál‿á:zímmì? Onlarla konuşmak için para lâzımmı?
31. sónra‿lʸa:zım‿ólacákmì? Sonra lâzım olacakmı?
32. öylʸé‿isè onlará‿sónrà né‿diyecèyiz? Öyle ise onlara sonra ne diyeceğiz?

3. 33. mánzara‿násìl? Manzara nasıl?
34. néredélʸèr? Neredeler?
35. gá:lʸibà kʸimín‿bir‿kiz‿arkadaşi‿vàr? Galiba kimin bir kız arkadaşı var?
36. néreyé‿gʸidelʸim? Nereye gidelim?

4. 37. şimdi‿néyé‿yáklâşıyòrúz? Şimdi neye yaklaşıyoruz?
38. búrada‿né‿kadár‿kálacàiz? Burada ne kadar kalacağız?
39. plʸáj néreyé‿dáhà‿yakín? Plâj nereye daha yakın?
40. né‿vakit‿gʸörecèkʸ? Ne vakit görecek?

5. 41. istánbùl tomún‿hoşuná‿gʸidiyórmù? İstanbul Tomun hoşuna gidiyormu?
42. én‿çók‿néresi‿gʸidiyòr? En çok neresi gidiyor?
43. istánbulun‿én‿gʸüzélʸ‿nérelʸerindén‿birì órasìdir? İstanbulun en güzel nerelerinden biri orasıdır?
44. nélʸeri‿yaváş‿yaváş‿gʸörecèkʸ? Neleri yavaş yavaş görecek?
45. tóm istánbulda‿çók‿kálmıyacàkmı? Tom İstanbulda çok kalmıyacakmı?
46. sónrà néreyé‿gʸidecèkʸ? Sonra nereye gidecek?

Digitized by Google

àkṣám‿yémeyì (akṣam yemeği) — dinner (evening meal)
akṣám‿yeméyíndén‿sònrá (akṣam yemeğinden sonra) — after dinner

ásyà (Asya) — Asia

ávrúpà (Avrupa) — Europe

bak- . . . (bak- . . .) (aor. *-ar-*) — look at
néyé‿bákalìm (neye bakalım?) — what shall we look at?

bàná (bana) — see *ben*

bén (ben) — I
bàná (bana) — to me
bèním (benim) — my, mine; me
bénímlʸè (benimle) — with me
bénim‿íçìn (benim için) — for me

bin- . . . (bin- . . .) (aor. *-er-*) — get on (to)

bír (bir) — one; a, an
birincí (birinci) — first
birinci‿kàt (birinci kat) — lower (first) deck

bíz (biz) — we
bìzé (bize) — to us
bìzí (bizi) — (definite objective) us
bìzím (bizim) — our, ours; us

Digitized by Google

bi̇zi̇m_i̇çi̇n (bizim için)
bi̇zi̇ml^{y}è (bizimle)

bòáz (boğaz) (Boğaz)
bóáz_i̇çi̇ (Boğazici)

**bura* (non-existent base)
búrádàn (buradan)
búrási̇ (burası)
búráyà (buraya)

bü̇yü̇k^{y} (büyük)

cà:mí (cami)

çü̇nk^{y}ü̇ (çünkü)

de- . . . (de- . . .)
di̇yecéyi̇z (diyeceğiz)

ètráf (etraf)
ètrà:fí (etrafı)

fi̇l^{y}án (filân)

g^{y}idil^{y}- . . . (gidil- . . .) (aor. *-ir-*)
g^{y}i̇di̇l^{y}ír (gidilir)

g^{y}örül^{y}- . . . (görül- . . .) (aor. *-ür-*)
g^{y}örü̇l^{y}écék^{y} (görülecek)

g^{y}öster- . . . (göster- . . .) (aor. *-ir-*)

for us
with us

throat; straits; (the) Bosporus
Bosporus (lit. the throat interior)

this place
from here
this place
to this place, here (hither)

big, large

mosque

because

say
we'll say (with change of *e* to *i* before initial *y* of the ending)

the surroundings
its surroundings; (definite objective) the surroundings

and (or) the like, and such; such things as

go (impersonal)
one goes

be seen
(going) to be seen

show

Digitized by Google

hér (her)	each, every; all
hér‿tür̓lʸù (her türlü)	all kinds of
hér‿ikʸi̓- . . . ʹ-dè (-dà) (her iki . . . de)(da)	both (lit. and each two)
hér‿ikʸi̓‿tárafídà (her iki tarafı da)	(definite objective) both sides
i̓ç (iç)	inside, interior
ìçi̓ (içi)	its interior
i̓çìndé (içinde)	in its interior, in(side) of
bóáz‿i̓çì (Boğaziçi)	(the) Bosporus (lit. throat interior)
ìlʸèri̓ (ileri)	up ahead
ilʸèri̓yé (ileriye)	(to) forward
in- . . . (in- . . .) (aor. *-er-*)	get off (from)
i̓skʸèlʸè (iskele)	pier, landing place
i̓stánbùl (İstanbul)	Istanbul (Constantinople)
istánbulda‿gʸörülʸecékʸ‿nérelʸeri‿vàr? (İstanbulda görülecek nereleri var?)	'what places has Istanbul to be seen (lit. in Istanbul what places of its which will be seen are there?)'
kàdár (kadar)	(preceded by dat.) as far as, up to, to; until
ó‿kádàr (o kadar)	as, so, that much, that far
bú‿kádàr (bu kadar)	as, so, this much, this far
kát (kat)	floor, storey; deck
bú‿káttàn (bu kattan)	from this deck
biri̓nci̓‿káttàn (birinci kattan)	from the lower (first) deck
kʸi̓m (kim)	who
kʸìmé (kime)	to whom

Digitized by Google

kʸìmin (kimin)	whose; whom
kʸímín‿içìn (kimin için)	for whom
kʸímínlʸè (kiminle)	with whom
mánzárà (manzara)	view, sight
műzè (müze)	museum
né (nè)	what
né‿için (ne için)	for what
né‿kádàr (ne kadar)	how long (lit. up to what)
nèlʸéríˊ (neleri)	what things (of its)
nèyé (neye)	to what, onto what, at what
nèyíˊ (neyi)	(definite objective) what? (lit. the what?)
néylè (neyle)	with what, by what means
**nere* (non-existent base)	what place
nérélʸerè (nerelere)	to what places
nérelʸéri (nereleri)	what places (of its)
nérelʸerindén‿bíri (nerelerinden biri)	one of what places (of its)
nérési (neresi)	what place
néréyè (nereye)	to what place, where (whither)
ó (o)	he, she, it; that
ó‿kádàr (o kadar)	as, so, that (much)
ònún (onun)	his, her, its; that one's;
ónún‿içìn (onun için)	for him (her, it, that);
ónúnlà (onunla)	with him (her, it, that)

Digitized by Google

**ora* (non-existent base)
óràdàn (oradan)
órásì (orası)
óràyà (oraya)

òbűr (öbür)

öylʸé (öğle)
öylʸedén_sònrà (öğleden sonra)
öylʸé_yémeyì (öğle yemeği)

öylʸé (öyle)
öylʸé_ísè (öyle ise)

plʸáj (plâj)

rúsyà (Rusya)

sàráy

síz (siz)
sìzé (size)
sìzí (sizi)
sìzín (sizin)
sízín_íçìn (sizin için)
sízínlʸè (sizinle)

són (son)
sónrà (sonra)
ón_daki:ká_sònrá (on dakika sonra)

that place
from there
that place
to that place (thither)

the other

noon
(in the) afternoon
lunch (noon meal)

thus, so, that way
if it is (lit. be) that way, then, so

beach

Russia

palace

you
to you
(definite objective) you
you, yours; you
for you
with you

last; end
after; later
in (lit. after) ten minutes

Digitized by Google

tàráf (taraf)	side
hér_ik^{y}i_tárafídà (her iki tarafı da)	both sides
taràflárindán (taraflarından)	(out) of its parts
taráflárindán_bìrì (taraflarından biri)	one of its parts
tràmváy (tramvay)	street car
trámváylà (tramvayla)	by street car
türl^{y}ü (türlü)	kind, sort
hér_türl^{y}ù (her türlü)	all kinds of
vàkít (vakit)	time
né_vákìt (ne vakit)	what time, when
vàpúr (vapur)	boat
vápúrlà (vapurla)	by boat
vápurún_kálkmasì (vapurun kalkması)	[the] boat's departure
yàkín (yakın)	(preceded by dat.) near, close to
ásyà avrúpaya_çók_yákìn (Asya Avrupaya çok yakın)	Asia is very close to Europe.
yèmék^{y} (yemek)	food; dish (of food)
bálík_yemék^{y}l^{y}erì (balık yemekleri)	seafood (lit. fish dishes)
yüz- . . . (yüz- . . .) (aor. *-er-*)	swim
yùzmék^{y} (yüzmek)	to swim
yùzmèyé (yüzmeğe)	(in order) to swim

(before *g^{y}ìtmék^{y}*, the infinitive has the dative ending)

Digitized by Google

UNIT 11

SHOPPING

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, then do the *Hints on Pronunciation;* go once through the *Basic Sentences* individually, and then read the *Hints on Spelling*. The last time through individually, notice also the *Conventional Spelling*.

1. Basic Sentences

Mr. Gunduz and his friend go shopping.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL TURKISH SPELLING
	Mr. Gunduz	
Record 22A, beginning.		
(to) shopping	álïş‿vérişé.	alış verişe
I'm going shopping.	aliş‿vérişé‿gʸídiyórúm.	Alış verişe gidiyorum.
	His friend	
with you	sénínlʸè.	seninle
I want to go with you, too.	bénde‿senínlʸé‿gʸít-mèkʸ‿istiyórum.	Bende seninle gitmek istiyorum.
	Mr. Gunduz	
to buy	sátín‿álmàk.	satın almak
you want	istíyórsùn.	istiyorsun
What do you want to buy?	né‿satin‿almák‿ístiyórsún?	Ne satın almak istiyorsun?

Digitized by Google

	His friend	
a suit	bìr‿élʸbi̍:sé.	bir elbise
a [pair of] shoe[s]	bi̍r‿ayákkábì.	bir ayakkabı
A suit and a pair of shoes.	bìr‿élʸbi̍:sé vé‿bi̍r‿ayákkábì.	Bir elbise ve bir ayakkabı.
	Mr. Gunduz	
a hat	bi̍r‿şápkà.	bir şapka
I shall buy [it]	álacáìm.	alacağım
I'm going to buy a hat.	bén bi̍r‿şápká‿álacàim.	Ben bir şapka alacağım.
	His friend	
are you going to buy [it]?	álacákmisìn?	alacakmısın?
Are you going to buy anything else?	başká‿bi̍r‿şéy‿álacákmisìn?	Başka bir şey alacakmısın?
	Mr. Gunduz	
sock[s]	çòráp.	çorap
handkerchief[s]	mèndílʸ.	mendil
Yes, socks and handkerchiefs.	évèt, çòráp vé‿mèndílʸ.	Evet, çorap ve mendil.
	His friend	
[the] salesman	sàticí.	satıcı
Are you the salesman?	satıci‿sízmi̍sinìz?	Satıcı sizmisiniz?
	Salesman	
Yes, I am!	évèt, bénìm!	Evet, benim!
	Mr. Gunduz	
How much is this hat?	bú‿şápkà káç‿párà?	Bu şapka kaç para?

Digitized by Google

	Salesman	
fourteen	ón‿dȍrt.	on dört
Fourteen lira, sir.	ón‿dȍrt‿lʸìrá, ėféndìm.	On dört lira, efendim.
	Mr. Gunduz	
expensive	pàhálí.	pahalı
It's very expensive.	çók‿páhalì.	Çok pahalı.
than (lit. from) that	òndán.	ondan
cheaper (than it)	dáhá‿úcuzù.	daha ucuzu
[is]n't there?	yókmù?	yokmu?
Isn't there anything cheaper than that?	ondán‿dahá‿ucuzú‿yókmù?	Ondan daha ucuzu yokmu?
	Salesman	
as this one	bùnún‿kádàr.	bunun kadar
Yes, but it's not as good as this one.	évèt, fákàt bùnùn‿kadár‿iyi‿dėyílʸ.	Evet, fakat bunun kadar iyi değil.
	Mr. Gunduz	
its waste	ziyà:ní.	ziyanı
there [is]n't	yók.	yok
It doesn't matter.	ziyà:nì‿yók.	Ziyanı yok.
rainy	yà:múrlú.	yağmurlu
in weather(s)	hàvalárdá.	havalarda
to put on	gʸìymékʸ.	giymek
I want to put it on in rainy weather.	ya:murlú‿havalardà‿gʸìymékʸ‿içìn‿istiyòrùm.	Yağmurlu havalarda giymek için istiyorum.

Digitized by Google

Record 22B, beginning.

	Salesman	
cheap	ùcúz.	ucuz
durable	dàyaniklí.	dayanıklı
Then I'll find a cheap hat for you that'll stand up.	öylʸé ˌisè sizè ˌúcúz vè ˌdayanıkli ˌbir ˌşápkà ˌbúlacàim.	Öyle ise size ucuz ve dayanıklı bir şapka bulacağım.
	His friend	
summer (time)	yàzlík.	yazlık
I want a summer suit.	yazık ˌbir ˌélʸbi:sé ˌistiyòrúm.	Yazlık bir elbise istiyorum.
its front	ònú	önü
let [it] be open	áçík ˌólsùn.	açık olsun
A single-breasted one!	önü ˌáçík ˌólsùn!	Önü açık olsun!
	Salesman	
what color	né ˌrènkʸ?	ne renk?
you prefer	1. tércíh ˌédiyòrsunúz 2. tercíh ˌediyórsunùz	tercih ediyorsunuz
What color do you prefer?	né ˌrénkʸ ˌtércíh ˌediyórsunuz?	Ne renk tercih ediyorsunuz?
	His friend	
Navy blue.	lʸà:cívért.	Lâcivert.
	Salesman	
Unfortunately we don't have a single-breasted navy blue suit.	maálʸésèf lʸà:cívért önü ˌáçìk ˌelʸbi:semíz ˌyók.	Maalesef lâcivert önü açık elbisemiz yok.

Digitized by Google

in that color	ó_rénkʸtè.	o renkte
double-breasted	kùrvázé.	kurvaze
There's only double-breasted in that color.	ó_rénkʸtè yálnız_kúrvazé_vàr.	O renkte yalnız kurvaze var.
	His friend	
gray	kùrşú:ní:	kurşuni
Then make it a gray (colored) suit.	öylʸé_ísè kurşu:ní:_renkʸ-tè_bír_élʸbí:sé_ólsùn.	Öyle ise kurşuni renkte bir elbise olsun.
	Salesman	
How is this one?	bú_násìl?	Bu nasıl?
Do you like it?	beyéniyórmúsunùz?	Beğeniyormusunuz?
	His friend	
bad	fènà:	fena
Yes. It's not bad.	évèt. fénà:_déyílʸ.	Evet. Fena değil.
its price	fíyátí.	fiyatı
What's the price of this one?	búnún_fíyatì né_kádàr?	Bunun fiyatı ne kadar?
	Salesman	
It's not expensive.	páhalì_déyílʸ.	Pahalı değil.
twenty	yírmí.	yirmi
Twenty lira.	yírmí_lʸírá.	Yirmi lira.

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

We have imitated carefully the various *risings* and *fallings of the voice* as we listened to the Guide or the records. We present here examples of the most frequent patterns we have met thus far:

Digitized by Google

PRACTICE 1

Note here the short pauses and slight rises or suspensions of the voice between the phrases (marked by *spaces* after a phrase), or the longer pauses and more noticeable rises (marked by *commas*) (,).

Record 23A, beginning.

bénìmkʸí ṣékʸèrlʸí.	Benimki şekerli.	'*Mine with sugar.*'
háyìr, dèyílʸ.	Hayır, değil.	'*No, [it is]n't.*'
bú‿vápùr bóàz‿içiné‿gʸítméz.	Bu vapur Boğaziçine gitmez.	'*This boat doesn't go to the Bosporus.*'
bú‿ṣàpká káç‿párà?	Bu şapka kaç para?	'*How much is this hat?*'
ón‿dört‿lʸìrá, éféndìm.	On dört lira, efendim.	'*Fourteen lira, sir.*'

PRACTICE 2

Note here (in the first three examples only) the fall of the voice (marked by *periods*) (.). Occasionally a sentence followed by a question mark (?) in the conventional spelling, has the same fall of the voice as you hear in these first three examples. On the records unfortunately the last two examples in this practice are ordinary questions and really belong to *Practice 3*. The last example (áhmèt!) belongs to *Practice 4*. Listen for examples of the (conventional spelling) question with a statement (.) fall of the voice in the *Listening In's*.

Record 23A, after 1st spiral.

çók‿iyí‿bálík‿yemekʸlʸerí‿vàr.	Çok iyi balık yemekleri var.	'*They have very good sea food.*'
aliṣ‿vérişé‿gʸídiyòrúm.	Aliş verişe gidiyorum.	'*I'm going shopping.*'
háyìr. íçmiyecèyím.	Hayır. İçmiyeceğim.	'*No, I won't drink [it].*'
tavúk‿násìl?	Tavuk nasıl?	'*How's [the] chicken?*'
kʸím‿gʸélʸiyòr? áhmèt!	Kim geliyor? Ahmet!	'*Who's coming? Ahmet!*'

PRACTICE 3

Note here the unusually high level of the voice on the strongest vowel (′), and the way in which it falls off gradually. This voice contour is indicated with a *question mark* (?) and is characteristic of many ques-

Digitized by Google

tions. We have heard at least two other kinds of voice contour for questions, the one mentioned above (.), which is like that of a statement, and which we have met occasionally, and another we have heard a few times and which we marked with (ȼ). In this last one the voice stays fairly high after the first peak, and then rises again at the end. Listen for this wherever we have marked (ȼ) for the material on the records.

Record 23A, after 2nd spiral.

yókmù?	Yokmu?	'*[Is]n't there [any]?*'
sénmísìn?	Senmisin?	'*[Is] it you (informal)?*'
síz?	Siz?	'*You?*'
bú‿vápùr boáz‿içínė‿gʸídérmì?	Bu vapur Boğaziçine gidermi?	'*Does this boat go to [the] Bosporus?*'
onlárla‿konúṣacákmıyız?	Onlarla konuṣacakmıyız?	'*Will we talk with them?*'

PRACTICE 4

Here we note that the voice rises to a peak on the strongest vowel, and then continues fairly evenly on this high note until the end, where it falls suddenly. We indicate this exclamatory voice contour with the exclamation mark (!).

Record 23A, after 3rd spiral.

áhmèt! gʸélʸìn!	Ahmet! Gelin!	'*Ahmet! Come (here)!*'
bóáz‿içínė‿gʸídelʸìm!	Boğaziçine gidelim!	'*Let's go to [the] Bosporus!*'
bákìn!	Bakın!	'*Look!*'
mérhábà!	Merhaba!	'*Hello!*'
évèt, çók!	Evet, çok!	'*Yes, very much!*'

Listen carefully to the records for all these:

1. (space)
2. (,)
3. (.)
4. (?)
5. (!)

and for the others mentioned here. Notice other patterns not mentioned here, or variations in these, and imitate them all carefully. Try to figure out what the various voice contours indicate as to the speaker's attitude toward what he is saying or toward the people with whom he is speaking.

Digitized by Google

Before you go through the *Basic Sentences* a third time, read the following:

3. Hints on Spelling

In Unit 10 we gave a summary of the correspondences between our *Aids to Listening* and the usual Turkish spelling, the *Conventional Spelling*. We pointed out the few *defects* of the *Conventional Spelling*:

1. the circumflex (^) is not used to distinguish *lʸo* from *lo*, or *olʸ* from *ol;*
2. there is no way to distinguish *ki* from *kʸi* or ke from *kʸe*, *ik* from *ikʸ* or *ek* from *ekʸ; kalʸ* from *kʸalᵛ* or *lakʸ* from *lʸakʸ*, *kulʸ* from *kʸulʸ* or *lukʸ* from *lʸukʸ*, and so on;
3. there is no way to distinguish *gi* from *gʸi* or *ge* from *gʸe*, *galʸ* from *gʸalʸ* or *gulʸ* from *gʸulʸ*, and so on;
4. long vowels are indicated a. by short vowel plus *ğ* before a following consonant or at the end of a word, or b. they aren't marked at all; in either case one has to learn arbitrarily which words write *ğ* and which write nothing at all; or c. the circumflex is also sometimes used to mark long vowels, and here one runs the risk of confusing tnngs like *ka:* and *kʸa:* (both written *kâ*), or *lʸa* and *lʸa:* (both written *lâ*);
5. two vowels together in the pronunciation may mean, for example, either *ağa* or *a'a* since one never pronounces *ğ* between certain vowels and one usually does not pronounce (') ; in either case one has to learn arbitrarily which words write *ğ* and which write nothing at all;
6. after certain vowels before a consonant, as well as between certain vowels either *ğ* or *y* is written for the sound *y*; in either case one has to learn arbitrarily which words write *ğ* and which write *y*.

Here we shall note a few *other defects*:

7. the usual Turkish writing does not mark the varying degrees of strength of its vowels (' ` ´) and many confusions may result as between *benim* '[it's] mine' and *benim* '[it is] I' (*bènim* and *bénim* in our *Aids to Listening*);
8. The usual Turkish writing sometimes writes (?) where the pattern of ups and downs in the voice is no different from where (.) is written.
9. The usual Turkish writing separates the ending *-de, -da, -te, -ta* (usually written only with *de, da*) 'and, too, also', from the base word to which it is attached but does not cut off the locative ending *-de, -da, -te, -ta, -nde, -nda*; here the place of the strongest vowel (*before* the ending with "and, too, also", and in the ending with the locative) distinguishes between *bízdè* (biz de) 'we, too' and *bizdé* (bizde)' at our house'. and one ending is just

Digitized by Google

as much a part of the word to which it is attached as the other;

10. The usual Turkish writing sometimes separates other parts of words from the base word to which they are attached, such as the interrogative ending *-mi, -mü, -mı, -mu,* and all that follows it in the particular word, or the 'is, are, am' ending *-dir, -dür,* and so on.

We shall now suggest certain *remedies* for these defects, which we shall resort to in our *Standardized Conventional Spelling:*

1. we shall use the circumflex *always* and *only* to mark preceding or following (before a consonant or at the end of a word) l^y, k^y, g^y;
2. we shall italicize[1] *k* and *g* before *i, e, â, û,* so that one will *not* be tempted to pronounce k^y or g^y but will pronounce simple *k* or *g*;
3. we shall mark with (:) all long vowels not indicated by following ğ (before a consonant or at the end of a word); we shall *never* use the circumflex (^) to indicate length;
4. we shall always write (') in words like *san'at* to indicate the division into syllables (*san-at*); but we shall not write it elsewhere;
5. we shall continue to mark the varying degrees of strength (`` ´) throughout;
6. we shall continue to use the linking sign (‿) to join the words in a phrase;
7. we shall write (?) wherever the usual Turkish spelling writes it, but you must be careful to listen for the times when it is no different from (.).
8. we shall never separate any part of a word from the rest of it.

These remedies do nothing, however, about the letter ğ, which continues to have three values:

1. (:) after certain short vowels (before a consonant or at the end of a word);
2. *zero* between certain vowels;
3. *y* between certain vowels, and after certain vowels before a following consonant.

Here one must learn:

1. when to write ğ and when (:);
2. when to write ğ and when nothing;
3. when to write ğ and when *y*.

We include the *Turkish alphabet* with two complete check lists in the appendix, one of the *Aids to Listening*, with the *Standardized Conventional* equivalents, and another of the letters of the alphabet plus the additional signs, and their *Aids to Listening* equivalents. When in doubt about any letter in our *Standardized Conventional Spelling*, consult these lists. They are for reference only.

[1]Plain type in words printed in italics; cf. vàkĺt : *vàkĺt.*

Digitized by Google

Section B—Word Study and Review of Basic Sentences

1. Word Study (Individual Study)

1. *Other Turkish equivalents of English "you"*

In the *Basic Sentences* of this unit, we met the following:

né‿satın‿almák‿ístiyòrsún?	Ne satın almak istiyorsun?	*'What do you want to buy?'*
başká‿bír‿şéy‿álacákmısın?	Başka bir şey alacakmısın?	*'Are you going to buy anything else?'*

We see here the forms *istíyórsùn* (istiyorsun) 'you want', and *álacákmısın* (alacakmısın?) 'will you buy?', instead of the usual *ístiyórsúnùz* (istiyorsunuz), *álacákmısınız* (alacakmısınız?). Adding other similar forms, we get the following table:

	Column I				*Column II*		
				Group I			
i	gʸèlʸír	gelir	'[*he*] *comes*'	: gʸélʸírsìn	gelirsin	*'you come'*
e	sèvér	sever	'[*he*] *likes*'	: sévérsìn	seversin	*'you like'*
ü	bùyúkʸ	büyük	*'big'*	: bùyúkʸsùn	büyüksün	*'you [are] big'*
ö	gʸókʸ	gök	*'heaven'*	: gʸókʸsùn	göksün	*'you [are] heaven'*
				Group II			
ı	kíz	kız	*'girl'*	: kízsìn	kızsın	*'you [are] [the] girl'*
a	bàşlár	başlar	'[*he*] *begins*'	: bàşlársìn	başlarsın	*'you begin'*
u	çòcúk	çocuk	*'child'*	: çòcúksùn	çocuksun	*'you [are] [the] boy'*
o	kòşúyòr	koşuyor	'[*he*] *is running*'	: koşúyòrsùn	koşuyorsun	*'you are running'*

If we compare Column I with Column II and Group I with Group II, we see that:

1. this personal ending "you" is *-sin, -sün, -sın, -sun* and follows Vowel Harmony Type I;

Digitized by Google

2. it never has the *strongest vowel* and does not require any change in the place of the strong vowel before it.

We have given examples of this personal ending used both with verb forms (*gʸél'ʸírsìn, sévérsìn, báşlársìn, koşúyórsùn*) and with noun forms with a zero "is, are, am" copula ending (*bűyűkʸsűn, gʸőkʸsűn, kízsìn, çócúksùn*).

This shorter "you" ending is used only when speaking to close friends, or relatives, to small children, and to animals. It refers to only *one* person. We shall call it the *informal* "you" ending. When speaking informally to more than one person, the longer ending (*-siniz, -sünüz, -sınız, -sunuz*) is used, just as when speaking formally to one or more people.

2. *Turkish equivalents of English "from, out of, than"*

In the last few units we have seen the following:

yemékʸtén‿sònrá meyvá‿vé‿kahvé‿istiyórmúsunùz?	Yemekten sonra meyva ve kahve istiyormusunuz?	*'After [the] meal do you want fruit and coffee?'*
búrádàn iskʸélʸeyé‿kádàr trámváylà óradàndá vápúrlà.	Buradan iskeleye kadar tramvayla oradan da vapurla.	*'From here to [the] pier by street car and from there by boat.'*
őylʸedén‿sònrá.	Öğleden sonra.	*'In [the] afternoon.'*
akşám‿yeméyindén‿sònrá.	Akşam yemeğinden sonra.	*'After dinner.'*
bú‿káttàn etra:fl‿iyi‿gʸörűrmüyùz?	Bu kattan etrafı iyi görürmüyüz?	*'Will we see the surroundings well from this deck?'*
birinci‿kattán‿gʸörmézmiyiz?	Birinci kattan görmezmiyiz?	*'Won't we see from [the] lower deck?'*
ondán‿dahá‿ucuzú‿yókmù?	Ondan daha ucuzu yokmu?	*'Isn't there anything cheaper than that?'*

Digitized by Google

Summarizing these forms, we get:

	Column I				*Column II*	
			Group I			
i	sèhír	şehir	*'city'*	: şèhìrdén	şehirden	*'from [the] city'*
e	ðylʸé	öğle	*'noon'*	: ðylʸédén	öğleden	*'from (than) noon'*
ü	ó‿gʸùn	o gün	*'that day'*	: ó‿gʸündèn	o günden	*'from that day'*
			Group II			
ı	kíz	kız	*'girl'*	: kìzdán	kızdan	*'from [the] girl'*
a	*bura		*'this place'*	: búrádàn	buradan	*'from here'*
u	*bun	bu	*'this'*	: bùndán	bundan	*'from (than) this'*
o	*on	o	*'that'*	: òndán	ondan	*'from (than) that'*
			Group III			
e	yèmékʸ	yemek	*'meal'*	: yémèkʸtén	yemekten	*'from (than) [the] meal'*
ö	gʸökʸ	gök	*'heaven'*	: gʸökʸtén	gökten	*'from heaven'*
a	kát	kat	*'deck'*	: kàttán	kattan	*'from [the] deck'*
a	sïïnák	sığınak	*'shelter'*	: sıınàktán	sığınaktan	*'from [the] shelter'*
			Group IV			
	yùzú	yüzü	*'his face'*	: yüzündén	yüzünden	*'from his face'*
	ákşám‿yémeyï	akşam yemeği	*'dinner'*	: ákşám‿yemé-yïndèn	akşam yemeğinden	*'from (than) dinner'*
	àrásí	arası	*'(space) between'*	: àrasındán	arasından	*'from between (them)'*

By comparing Column I with Column II, Group I with Group II, Groups I and II with III, and with IV, we see that:

Digitized by Google

1. the "from" ending follows Vowel Harmony Type II;
2. is *-den*, *-dan* after humming sounds, such as *r*, *e*, *n*, *z*, *a*;
3. is *-ten*, *-tan* after non-humming sounds, such as k^y, *t*, *k*;
4. is *-nden*, *-ndan* after forms of the possessive ending *-(s)i*, *-(s)ü*, *-(s)ı*, *-(s)u*;
5. has the *strongest vowel*, whenever it is the last vowel of the base form which is strongest, otherwise the ending has the second strongest vowel.

We note that before *sonra* 'after, later (than)', we find a noun with this ending.

We note also that this ending may mean "than" in a comparison:

ondán_dáhá_úcuzù yókmù?	Ondan daha ucuzu yokmu?	*'Isn't there anything cheaper than that (lit. than that a cheaper one of them isn't there)?'*

We shall call this *-den*, *-dan*, *-ten*, *-tan*, *-nden*, *-ndan* ending, which means "from, out of, than, because of, etc.", the *ablative* ending.

3. *Turkish equivalents of English "I, you, he", etc.*

We have met the form *sèníl^{y}è* (seninle) 'with you' in this unit and we note that here, too, as in the case of *síz* (siz) 'you', and so on, one uses the form with the genitive ending before the word *ìl^{y}é* (ile), or its form as an ending, *-l^{y}e*, *-la*.

From *sènín* 'your, yours; you', we abstract *sén* 'you (informal),' corresponding to verb forms with the informal "you" ending, *-sin*, *-sün*, *-sın*, *-sun*, just as *síz* 'you (informal)' corresponds to forms with the formal "you" ending *-siniz*, *-sünüz*, *-sınız*, *-sunuz*.

We have now completed our list of these short words, used in place of nouns, and we shall call them *pronouns*. We summarize the pronouns here:

bén	ben	*'I'*
sén	sen	*'you (informal) (to one person)'.*
ó	o	*'he, she, it; that'*
bíz	biz	*'we'*
síz	siz	*'you (formal) (to one or more persons); (informal) (to two or more persons)'*
ònlár	onlar	*'they'*

Digitized by Google

The *genitive* forms of these pronouns are:

bènḯm	benim	*'my, mine; me'*
sènḯn	senin	*'your, yours; you (informal)'*
ònún	onun	*'his, her, its'*
bìzḯm	bizim	*'our, ours; us'*
sìzḯn	sizin	*'you, yours; you (formal) (to one or more persons); (informal) (to two or more persons)'*
ònlárín	onların	*'their, theirs; them'*

We have already noted that *bènḯm* (benim) and *bìzḯm* (bizim) are irregular in that they have the ending *-im* instead of *-in*.

Returning now to the form *sènḯnlʸè* (seninle) 'with you (informal)', we note that not only before *ìlʸé* (ile) 'with', but also before *ìçḯn* (için) 'for' (and certain other words which we shall meet later), one uses the genitive form of all these pronouns except *ònlár* (onlar). Besides *ònún* (onun), one also finds *bùnún* (bunun) 'of this' and *kʸìmḯn* (kimin) 'of whom' which fall in this same class. We shall meet other words (besides *ìlʸé* and *ìçḯn*) before which the genitive form of these pronouns is used.

We have already seen the following:

bénḯm ìçìn	benim için	*'for me'*
ónún ìçìn	onun için	*'for that'*

Summarizing:

bénḯm ìçìn	benim için	*'for me'*
sénḯn ìçìn	senin için	*'for you (informal)'*
ónún ìçìn	onun için	*'for him, her, it; that; therefore'*
bìzḯm ìçìn	bizim için	*'for us'*
sìzḯn ìçìn	sizin için	*'for you (formal)'*

Digitized by Google

We may now note an irregular dative form *sàná* (sana) 'to you', parallel to *bàná* (bana) 'to me', which we have already met.

The *dative* forms of the pronouns are:

bàná	bana	*'to, for me'*
sàná	sana	*'to, for you (informal)'*
òná	ona	*'to, for, him (her, it; that)'*
bìzé	bize	*'to, for us'*
sìzé	size	*'to, for you (formal)'*
ònlárá	onlara	*'to, for them'*

The locative, definite objective, and ablative forms are all completely regular:

bèndé	bende	sèndé	sende,	*etc.*
bèní	beni	sèní	seni	*etc.*
bèndén	benden	sèndén	senden	*etc.*

4. *Turkish general personal endings (summary)*

With the personal ending 'you (informal)', presented in this unit, we have now completed the list of *general personal endings*. We call these endings "general" to distinguish them from the "limited" personal endings, one of which we have already met (*-m* in the "I" form of the negative aorist) (see Unit 10 B. 1. 3), and others of which we shall meet later.

GENERAL PERSONAL ENDINGS

-(y)im, -(y)üm, -(y)ım, -(y)um	*'I'*
-sin, -sün, -sın, -sun	*'you (informal)'*
-0	*'he, she, it'*
-(y)iz, -(y)üz, -(y)ız, -(y)uz	*'we'*
-siniz, -sünüz, -sınız, -sunuz	*'you (formal)'*
-l^{y}er, -lar	*'they'*

Note: *-yim* after a vowel, *-im* after a consonant, etc.

Digitized by Google

These general personal endings have thus far been used:

a. with the *aorist copula:*

Examples:

-im	bénìm	benim	*'it [is] I'*
-sun	çócúksùn	çocuksun	*'you [are] [a] child'*
-0	ódùr	odur	*'[it] is he'*
-0	iyilʸérdìr	iyilerdir	*'[it]'s the good ones'*
-yiz	iyíyìz	iyiyiz	*'we [are] well'*
-sünüz	kʸüçúkʸsünùz	küçüksünüz	*'you [are] small'*
-lʸer	iyídirlʸèr	iyidirler	*'they are well'*

b. with the *aorist*:

Examples:

-yim	yapármiyìm?	yaparmıyım?	*'[do] I do?'*
-sın	ıslanírsìn	ıslanırsın	*'you get wet'*
-0	ìstér	ister	*'[he] wants'*
-yiz	gʸörméyiz	görmeyiz	*'we'll not see'*
-sunuz	únutúrsúnùz	unutursunuz	*'you forget'*
-lar	tàràrlár	tararlar	*'they comb'*

c. with the *momentary*:

Examples:

-yum	gìriyórmúyùm?	giriyormuyum?	*'am I going in?'*
-sun	aríyórsùn	arıyorsun	*'you are looking for [it]'*
-0	bákmìyòr	bakmıyor	*'he's not looking at [it]'*
-uz	éylʸeníyórùz	eğleniyoruz	*'we're having fun'*
-sunuz	gʸetìriyórsúnùz	getiriyorsunuz	*'you're bringing [it]'*
-lar	tóplaníyórlàr	toplanıyorlar	*'they are gathering'*

Digitized by Google

d. with the *future*:

Examples:

-im	óvacáìm	ovacağım	*'I'll brush'*
-sin	yíyecékʸmísìn?	yiyecekmisin?	*'will you eat?'*
-0	yáklášmiyacàk	yaklaşmıyacak	*'[it] won't approach'*
-yız	ánlámıyacàkmıyiz?	anlamıyacakmıyız?	*'won't we understand [it]?'*
-siniz	gʸülʸecékʸsíniz	güleceksiniz	*'we'll laugh'*
-lar	çíkmıyacáklàr	çıkmıyacaklar	*'we won't go up'*

5. *Turkish aorist copula (summary)*

We call the copula ('is, are, am') forms we have seen thus far "aorist" forms because they usually refer to a general fact and because there are no other simple copula forms which are clearly aorist. Only *ólúr* (olur) from the verb root *ol-* . . . (ol- . . .) 'be; become' approaches at times the value of the "aorist" copula, since it is an aorist form, but it more often means 'becomes', rather than 'is'.

AORIST COPULA ENDINGS

-dir, -dür, -dır, -dur
-tir, -tür, -tır, -tur
-0

Note 1: *-dir* after humming sounds, *-tir* after non-humming sounds.

Note 2: the aorist with these endings is "zero", so that we have *çocúk-0-úm-dùr : *çocúúmdùr* (çocuğumdur) 'I am [a] boy'. We shall see later such forms as *çocúktúmdùr* (çocuktumdur) 'I was [a] boy', with *-tu-* indicating past time.

Examples:

-0	bénìm	benim	*'it ['s] I, I [am]'*
-0	sénmísìn?	senmisin?	*'[is] it you?'*
-dir	évdédìr	evdedir	*'[he]'s at home'*
-dir	évlʸíyízdìr	evliyizdir	*'we're married'*

Digitized by Google

-0	ánnèsinìz	annesiniz	*'you['re] [a] mother'*
-dir	iyídìrʲèr	iyidirler	*'they are well'*
-0	ìyìlʲér	iyiler	*'they [are] well'*

6. *Turkish aorist endings (summary).*

We have seen a number of endings for the aorist, some with the positive, some with the negative, one with the copula.

AORIST ENDINGS

-r -er, -ar -ir, -ür, -ır, -ur	*positive*
-ez, -az -e-, -a-	*negative*
-0	*copula*

Note 1: *-r* after all verb roots ending in a vowel.
Note 2: *-er*, *-ar* after some verb roots ending in a consonant.
Note 3: *-ir*, *-ür*, *-ır*, *-ur* after other verb roots ending in a consonant.
Note 4: *-e-*, *-a-* with the "I" and "we" forms of the negative aorist; *-ez*, *-az*, with the other forms.

Examples:

başla- . . .	başla- . . .	*'begin'*	*-r* :	bàşlár	başlar	*'[he] begins'*
yüz- . . .	yüz- . . .	*'swim'*	*-er* :	yȕzér	yüzer	*'[he] swims'*
yap- . . .	yap- . . .	*'do'*	*-ar* :	yàpár	yapar	*'[he] does'*
gʲelʲ- . . .	gel- . . .	*'come'*	*-ir* :	gʲèlʲír	gelir	*'[he] comes'*
gʲör- . . .	gör- . . .	*'see'*	*-ür* :	gʲòrȕr	görür	*'[he] sees'*

Digitized by Google

yıkan- . . .	yıkan- . . .	*'wash'*	*-ır* :	yìkánír	yıkanır	*'[he] washes'*
unut- . . .	unut- . . .	*'forget'*	*-ur* :	ùnútúr	unutur	*'[he] forgets'*
gʸit- . . .	git- . . .	*'go'*	*-ez* :	gʸìtméz	gitmez	*'[he] doesn't go'*
çık- . . .	çık- . . .	*'go up'*	*-az* :	çìkmáz	çıkmaz	*'[he] doesn't go up'*
sev- . . .	sev- . . .	*'find'*	*-e* :	sèvmém	sevmem	*'I don't like'*
başla- . . .	başla- . . .	*'start'*	*-a* :	bàşlamáyìz	başlamayız	*'we don't start'*
iyi- . . .	iyi- . . .	*'well'*	*-0* :	íyíyìm	iyiyim	*'I['m] well'*

7. *Turkish negative endings (summary)*

NEGATIVE ENDINGS

-me-, -ma-
-mi-, -mı-
-m-

Note 1: *-me-*, *-ma-*, in the "don't do [it]" forms.
Note 2: *-mi-*, *-mı-* in the "let's not do [it]" forms, and in the future forms.
Note 3: *-m-* in the momentary forms, and in the aorist forms.

Examples:

-me, -ma	íçmèyinìz!	içmeyiniz!	*'don't drink!'*
-mi, -mı	báşlámıyálìm!	başlamıyalım!	*'let's not begin!'*
	gʸórmíyecèkʸ	görmiyecek	*'[he]'ll not see [it]'*

Digitized by Google

-m-	istémiyòr	istemiyor	'[*he*] *does not want*'
	gʸitméz	gitmez	'[*it*] *doesn't go*'

2. Covering English and Turkish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the Turkish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

Section C—Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Turkish. Check up on anything you do not know, until you are sure of everything.

3. Word Study Review (Individual Study)

Work through the following exercises. Do not write anything down. If you cannot do the work rapidly, review again the *Word Study*. Be prepared to do what is required when the Leader calls on you. Always repeat the entire expression, phrase or sentence as you work.

1. Complete the following sentences by supplying the corresponding *informal* "you" forms of the verbs and pronouns in parentheses:

1. òsmán (sén)‿né‿diyòr?
   Osman (sen) ne diyor?
2. sén bú‿ákṣàm né‿(yap- . . .)?
   Sen bu akṣam ne (yap- . . .)?

Digitized by Google

3. évèt, (sén)‿berá: bèr sinémayá‿gʸítmèkʸ hóşuná‿gʸídiyòr.
Evet, (sen) beraber sinemaya gitmek hoşuna gidiyor.

4. órhàn! benímlʸe‿(gʸelʸ- . . .)?
Orhan! Benimle (gel- . . .)?

5. (sén)‿íçìn bír‿şéy‿álacàım.
(Sen) için bir şey alacağım.

2. Complete the following sentences by supplying the corresponding *ablative* forms of the nouns in parentheses:

1. bú‿(şápkà) dahá‿pahalısí‿vármì?
Bu (şapka) daha pahalısı varmı?

2. (ó)‿sònrá konúşacáız.
(O) sonra konuşacağız.

3. (*nere)‿gʸélʸiyòrsún?
(*Nere) geliyorsun?

4. (sàticí)‿né‿álacàksín?
(Satıcı) ne alacaksın?

5. (yèmékʸ)‿sònrá evimizé‿gʸelʸírmísìn?
(Yemek) sonra evimize gelirmisin?

3. Complete the following sentences with the corresponding forms of the *pronouns* in parentheses:

1. (bíz)‿hóşumuzà şáráp‿gʸídèr.
(Biz) hoşumuza şarap gider.

2. (sén)‿bír‿şéy‿vérmíyòr.
(Sen) bir şey vermiyor.

3. (ònlár)‿evíndè toplánacáklármì?
(Onlar) evinde toplanacaklarmı?

4. (sén)‿bákıyórlàr. (ònlár)‿né‿diyecèkʸsín?
(Sen) bakıyorlar. (Onlar) ne diyeceksin?

5. (sén)‿bír‿şéy‿ístémiyòrúm.
(Sen) bir şey istemiyorum.

4. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. *Mr. Gunduz tells his friend he is going shopping:*

a. tráş‿olmaá‿gʸídiyòrúm. Traş olmağa gidiyorum.
b. alíş‿vérişé‿gʸídiyòrúm. Alış verişe gidiyorum.

Digitized by Google

2. *His friend is interested:*

a. seninlʸe‿gʸitmékʸ‿istiyòrùm. — Seninle gitmek istiyorum.

b. bénimdè tráṣ‿olmám‿lʸá:zìm. — Benim de traş olmam lâzım.

3. *Mr. Gunduz wonders why:*

a. sinémaya‿gʸitmékʸ‿istiyórmùsùn? — Sinemaya gitmek istiyormusun?

b. né‿satın‿almák‿istiyòrsùn? — Ne satın almak istiyorsun?

4. *His friend explains why:*

a. ét vé‿patátés‿almám‿lʸá:zìm. — Et ve patates almam lâzım.

b. bìr‿élʸbi:sé vé‿bìr‿ayákkabı‿almám‿lʸá:zìm. — Bir elbise ve bir ayakkabı almam lâzım.

5. *Mr. Gunduz explains his motives:*

a. kárnìm‿áç. — Karnım aç.

b. bén bir‿ṣápká‿álacàim. — Ben bir şapka alacağim.

6. *On arriving at the clothing store, Mr. Gunduz asks the salesman:*

a. bú‿ṣàpká káç‿párà? — Bu şapka kaç para?

b. kirmızí‿ṣáràp úcúzmù? — Kırmızı şarap ucuzmu?

7. *The salesman answers:*

a. bú‿ṣàpká çók‿páhalì! — Bu şapka çok pahalı!

b. yálnız‿ón‿dört‿lʸìrá, éféndim. — Yalnız on dört lira, efendim.

8. *Mr. Gunduz bargains:*

a. évèt. çók‿úcùz! déyílʸmì? — Evet. Çok ucuz. Değilmi?

b. ondán‿dahá‿ucuzú‿yókmù? — Ondan daha ucuzu yokmu?

9. *The salesman has something more in Mr. Gunduz's line, but he talks it down:*

a. háyìr, yálnız‿dahá‿pahálısí‿vàr. — Hayır, yalnız daha pahalısı var.

b. vár, fákàt búnún‿kadár‿iyì déyílʸ. — Var, fakat bunun kadar iyi değil.

Digitized by Google

10. *Mr. Gunduz, unperturbed, explains what he wants it for:*

a. ziyá:nì‿yók. benìm‿çók‿parám‿vàr. — Ziyanı yok. Benim çok param var.

b. ziyá:nì‿yók. yá:mùrlú‿havalar-dá‿gʸiymékʸ‿içìn‿ìstiyòrùm. — Ziyanı yok. Yağmurlu havalarda giymek için istiyorum.

11. *The salesman proposes something suited to Mr. Gunduz's purpose:*

a. öylʸé‿ìsè, sìzè‿úcúz vè‿dáyanıklí‿bìr‿şápka‿búlacàìm. — Öyle ise, size ucuz ve dayanıklı bir şapka bulacağım.

b. öylʸé‿ìsè, sìzè‿páhalí vè‿gʸünéşlʸí‿havalardà‿gʸiymékʸ‿içìn bìr‿şápkà‿búlacàìm. — Öyle ise, size pahalı ve güneşli havalarda giymek için bir şapka bulacağım.

12. *Mr. Gunduz's friend then asks about a suit:*

a. kişlík‿bìr‿elʸbi:sè‿ìstiyòrùm. — Kışlık bir elbise istiyorum.

b. yázlík‿bìr‿elʸbi:sè‿ìstiyòrùm. — Yazlık bir elbise istiyorum.

13. *The salesman asks for particulars:*

a. né‿rènkʸ‿tèrcìh‿ediyórsunuz? — Ne renk tercih ediyorsunuz?

b. bìr‿ayákkabìdámı‿ìstiyòrsunúz? — Bir ayakkabıdamı istiyorsunuz?

14. *Mr. Gunduz's friend specifies:*

a. kìrmizí. — Kırmızı.

b. lʸà: cìvért. — Lâcivert.

15. *When the salesman has brought it out, he asks:*

a. bú násìl. beyéniyórmúsunùz? — Bu nasıl? Beğeniyormusunuz?

b. bú‿şápkanın‿rèngʸì hoşunuzá‿gʸìdiyórmù? — Bu şapkanın rengi hoşunuza gidiyormu?

16. *Mr. Gunduz's friend answers:*

a. şápka‿ìstémiyòrùm. — Şapka istemiyorum.

b. évèt. fénà:‿déyìlʸ. búnún‿fìyatì né‿kádàr? — Evet. Fena değil. Bunun fiyatı ne kadar?

Digitized by Google

17. *The salesman replies:*

a. páhalì‿déyíl^{y}. yírmí‿l^{y}ìrá. — Pahalı değil. Yirmi lira.

b. çók‿úcùz! él^{y}l^{y}í‿l^{y}ìrá. — Çok ucuz. Elli lira.

Section D—Listening In

1. What Did You Say?

Give your answers in Turkish for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Turkish for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English. As a final check the Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C. 3).

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Turkish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. *Ali invites Ahmet to go shopping.*

Record 23A, after 4th spiral.

àhmét—	ál^{y}ì, sénmísìn?	Ali senmisin?
	bú‿kádár‿erk^{y}én‿búrada‿né‿yápıyòrsún?	Bu kadar erken burada ne yapıyorsun?
àl^{y}í—	alíş‿vérişé‿g^{y}ídiyòrúm.	Alış verişe gidiyorum.
àhmét—	né‿alíş‿veríş‿yápacàksin?	Ne alış veriş yapacaksın?
àl^{y}í—	èl^{y}bí:sé, şápkà vé‿ayákkabi‿álacàim.	Elbise, şapka ve ayakkabı alacağım.
	beníml^{y}e‿g^{y}el^{y}írmísìn?	Benimle gelirmisin?

Digitized by Google

àhmét—	évèt. gʸél'ʸírìm.	Evet. Gelirim.
	dáhá‿évvèlʸ néreyé‿gʸídecèkʸsín?	Daha evvel nereye gideceksin?
àlʸí—	dáhá‿évvèlʸ élʸbí:sé‿álacàim.	Daha evvel elbise alacağım.

2. *Buying a suit.*

àhmét—	gʸún‿áydín. satıcı‿sízmísiníz?	Gün aydın. Satıcı sizmisiniz?
sàticí—	gʸún‿áydín, éfèndìm.	Gün aydın, efendim.
	évèt, bénìm.	Evet, benim.
	né‿árzù‿ediyórsunuz?	Ne arzu ediyorsunuz?
àhmét—	àrkadáşím bír‿élʸbí:sé‿ístiyòr.	Arkadaşım bir elbise istiyor.
sàticí—	búrayá‿bùyrún, éfèndìm.	Buraya buyrun, efendim.
	elʸbi:sé‿násíl‿ólsùn?	Elbise nasıl olsun?
àlʸí—	yazlik‿bír‿élʸbí:sé‿ístiyòrúm.	Yazlık bir elbise istiyorum.
sàticí—	né‿rénkʸ‿tércíh‿ediyórsunuz?	Ne renk tercih ediyorsunuz?
àlʸí—	lʸá:civért‿rénkʸtè vé‿önù‿áçík.	Lâcivert renkte ve önü açık.
sàticí—	maálʸésèf, lʸà:cívért önü‿açik‿élʸbí:semìz‿yók.	Maalesef, lâcivert önü açık elbisemiz yok.
	ó‿rénkʸtè yálnız‿kúrvazé‿vàr.	O renkte yalnız kurvaze var.
àlʸí—	başká‿né‿rénkʸ‿élʸbí:selʸérínìz‿vár?	Başka ne renk elbiseleriniz var?
sàticí—	çók‿gʸüzélʸ‿kurşu:ní:‿bír‿élʸbí:semíz‿vàr.	Çok güzel kurşuni bir elbisemiz var.
àlʸí—	lʸûtfèn, gʸöstérínìz!	Lûtfen gösteriniz!
àhmét—	násìl, álʸí? beyéniyórmúsùn?	Nasıl, Ali? Beğeniyormusun?
àlʸí—	fénà:‿déyílʸ. fiyati‿né‿kádàr?	Fena değil. Fiyatı ne kadar?
sàticí—	yirmí‿dókúz‿lʸírá, ón‿yedí‿kúrùş.	Yirmi dokuz lira, on yedi kuruş.
àlʸí—	bú‿çók‿páhalí.	Bu çok pahalı.
sàticí—	háyìr, éfèndìm, dèyílʸ.	Hayır, efendim, değil.

Digitized by Google

àlʸí—	pékʸ ìyì, álacáìm. ìştè párá.	Pek iyi, alacağım. İşte para.
sàticí—	teşékʸkʸúr edèrìm, éfèndìm!	Teşekkür ederim, efendim!

3. *Looking for a hat.*

Record 23B, beginning.

àhmét—	şìmdi né álacàksın?	Şimdi ne alacaksın?
àlʸí—	bìr şápká almák ìstiyòrúm.	Bir şapka almak istiyorum.
	benímlʸe gʸélʸecékʸsìn, dèyílʸmì?	Benimle geleceksin, değilmi?
àhmét—	évèt, seníllʸe gʸélʸecéyìm.	Evet, seninle geleceğim.
àlʸí—	satıcı nérédè?	Satıcı nerede?
	bú kurşu:nì: şápkaya bákmák ìstiyòrúm.	Bu kurşuni şapkaya bakmak istiyorum.
sàticí—	búyrùn, éfèndìm.	Buyrun, edendim.
àlʸí—	bú bìr áz büyúkʸ, fákàt, ziyá:nì yók.	Bu bir az büyük, fakat, ziyanı yok.
	búnún fíyatì né kádàr?	Bunun fiyatı ne kadar?
sàticí—	ón altı lʸírá, éfèndìm.	On altı lira, efendim.
àlʸí—	bìr áz páhalí, dèyílʸmì?	Bir az pahalı, değilmi?
	ondán daha ucuzú yókmù?	Ondan daha ucuzu yokmu?
sàticí—	évèt, fákàt bunún kadár ìyì bìr şápka dèyílʸ.	Evet, fakat bunun kadar iyi bir şapka değil.
àlʸí—	ziyá:nì yók.	Ziyanı yok.
	ya:murlú havalardá gʸíymékʸ ìçìn dàyanıklí vé ucúz bìr şéy ìstiyòrúm.	Yağmurlu havalarda giymek için dayanıklı ve ucuz bir şey istiyorum.
sàticí—	búrádà öylʸè bìr şápka yók.	Burada öyle bir şapka yok.
àlʸí—	pékʸ ìyì. teşékʸkʸúr edèríz.	Pek iyi. Teşekkür ederiz.
	állahá ısmárladìk.	Allaha ısmarladık.

Digitized by Google

4. *Planning the evening.*

àlʸí—	şimdi‿çórap, mèndílʸ, vè‿ayákkabı‿almám‿lʸa:zim.	Şimdi çorap, mendil, ve ayakkabı almam lâzım.
	şápkayı‿başká‿bír‿gʸún‿árıyacàim.	Şapkayı başka bir gün arıyacağım.
	sén né‿yápacàksin?	Sen ne yapacaksın?
àhmét—	bír‿áz‿sònrá kárím‿gʸélʸecèkʸ.	Bir az sonra karım gelecek.
	benímde‿onúnla‿alış‿verişé‿gʸítmém‿lʸá:zım.	Benim de onunla alış verişe gitmem lâzım.
	bú‿ákşàm sén vè‿bayàn‿gʸündúz né‿yápacàksınız?	Bu akşam sen ve bayan Gündüz ne yapacaksınız?
àlʸí—	bíz‿sinémaya‿gʸídecèyiz.	Biz sinemaya gideceğiz.
àhmét—	bízímlʸè hakkı‿ilʸé‿şükʸrüyenín‿evinè‿gʸidérmisiniz?	Bizimle Hakkı ile Şükrüyenin evine gidermisiniz?
àlʸí—	teşékʸkʸúr‿edèríz.	Teşekkür ederiz.
	gʸídérìz.	Gideriz.
	órada‿dáhá‿iyí‿éylʸenírìz.	Orada daha iyi eğleniriz.

5. *At the party.*

àlʸí—	mérhábà, hákkì!	Merhaba, Hakkı!
şûkʸrüyé—	mérhábà, fátmà!	Merhaba, Fatma!
àhmét—	erkʸénmi‿gʸéldìkʸ?	Erkenmi geldik?
hàkkí—	háyìr, háyìr! búyrùn!	Hayır, hayır! Buyrun!
àlʸí—	çocuklár‿nérédè?	Çocuklar nerede?
şûkʸrüyé—	ódalàrindalár.	Odalarındalar.
fàtmá—	kʸüçükʸ‿kızınızı‿çók‿gʸörmékʸ‿istiyòrúm.	Küçük kızınızı çok görmek istiyorum.
şûkʸrüyé—	gʸélʸín! öbür‿ódayá‿gʸídelʸím, gʸörúrsünüz.	Gelin! Öbür odaya gidelim, görürsünüz.
fàtmá—	çók‿gʸüzélʸ‿bír‿kíz‿ólacàk!	Çok güzel bir kız olacak!
	onú‿bením‿ó:lumá‿álalìm!	Onu benim oğluma alalım!

Digitized by Google

Section E—Conversation

1. Covering the Turkish in Basic Sentences (Individual Study)

Cover the Turkish of the *Basic Sentences* and practice saying the Turkish equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Turkish expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Mr. Gunduz goes shopping.
   Mr. Gunduz meets his friend Ahmet, and they exchange greetings. Ahmet asks where he's going. Mr. Gunduz says he's going shopping and invites Ahmet to come along. Ahmet accepts and they go on talking about what they want to buy. At the store they find the salesman, explain what they want. The salesman shows them the merchandise (shoes, socks, handkerchiefs, a suit, etc.). They ask about the price, color, size, etc. They buy what they want and leave.
2. Planning the evening.
   Mr. Gunduz invites Ahmet and his wife for dinner. Ahmet accepts, talks about the time, compliments Mr. Gunduz on his wife's cooking, etc. They take their leave.

Section F—Conversation (*Cont.*)

1. Conversation (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

Digitized by Google

2. Questions and Answers

First run through the *Listening In* once more. Then answer the following questions when the Guide asks you, or take turns asking them of others and answering them:

1.	1. àlʸí áhmét‿ílʸè iyí‿árkadáşmidìr?	Ali Ahmet ile iyi arkadaşmıdır?
	2. àlʸí bú‿sábàh néreyé‿gʸidiyòr?	Ali bu sabah nereye gidiyor?
	3. né‿álacàk?	Ne alacak?
	4. kʸím‿onúnla‿gʸitmékʸ‿istiyòr?	Kim onunla gitmek istiyor?
	5. àlʸí dáhá‿évvèlʸ né‿satín‿almák‿istiyòr?	Ali daha evvel ne satın almak istiyor?
2.	6. álʸinín‿élʸbi:sesì násıl‿ólsùn?	Alinin elbisesi nasıl olsun?
	7. né‿rénkʸ‿tércìh‿ediyór?	Ne renk tercih ediyor?
	8. sàtıcınín ó‿rénkʸtè elʸbi:sesí‿vármì?	Satıcının o renkte elbisesi varmı?
	9. öylʸé‿ísè né‿renkʸté‿ólsùn?	Öyle ise ne renkte olsun?
	10. àlʸí bú‿elʸbi:seyí‿beyéniyórmù?	Ali bu elbiseyi beğeniyormu?
	11. búnún‿fiyatì né‿kádàr?	Bunun fiyatı ne kadar?
3.	12. óndán‿sònrá né‿álacàk?	Ondan sonra ne alacak?
	13. àhmét onúnla‿gʸélʸecékʸmì?	Ahmet onunla gelecekmi?
	14. néyé‿bakmák‿istiyòr?	Neye bakmak istiyor?
	15. bú‿şàpká násìl?	Bu şapka nasıl?
	16. úcúzmù?	Ucuzmu?
	17. ondán‿dahá‿ucuzú‿yókmù?	Ondan daha ucuzu yokmu?
	18. úcúz‿şàpká íyímì?	Ucuz şapka iyimi?
	19. né‿íçìn bú‿şápkayı‿ístiyòr?	Ne için bu şapkayı istiyor?
	20. órádà öylʸé‿bir‿şápka‿vármì?	Orada öyle bir şapka varmı?
4.	21. né‿vákìt şápkayı‿árıyacàk?	Ne vakit şapkayı arıyacak?
	22. bír‿áz‿sònrá kʸím‿gʸélʸecèk?	Bir az sonra kim gelecek?

Digitized by Google

23. ónúnlà àhmédín néreyé_gʸitmesi_lʸá:zìm? Onunla Ahmedin nereye gitmesi lâzım?
24. ó_ákşàm báy vé_báyàn_gʸündúz né_yápacáklàr? O akşam bay ve bayan Gündüz ne yapacaklar?
25. nérédè dáhá_iyi_éylʸenirlʸèr? Nerede daha iyi eğlenirler?

5.

26. misà:firlʸér erkʸénmi_gʸéldilʸèr? Misafirler erkenmi geldiler?
27. çocuklár_nérédè? Çocuklar nerede?
28. fàtmá kʸimi_gʸörmékʸ_istiyór? Fatma kimi görmek istiyor?
29. onú_gʸörmékʸ_içìn néreyé_gʸidiyórlàr? Onu görmek için nereye gidiyorlar?
30. násil_bir_kiz_ólacàk? Nasıl bir kız olacak?
31. onú_kʸimé_almák_istiyórlàr? Onu kime almak istiyorlar?

FINDER LIST

àçík (açık) open

al- . . . (al- . . .) (aor. *-ır-*) get; buy; engage, betroth

álìş_vérìş (alış veriş) shopping (lit. take and give)

ara- . . . (ara- . . .) look for

árıyacáìm (arıyacağım) I'll look for it (with *ı* for *a* before future *-y-*)

ayákkábì (ayakkabı) shoe

beyen- . . . (beğen- . . .) (aor. *-ir-*) like

bul- . . . (bul- . . .) (aor. *-ur-*) find

**bun* (bu) this

bú_kádàr (bu kadar) this much, this, so

bùnún (bunun) of this, (to) this

búnún_kádàr (bunun kadar) as this one (lit. up to this)

Digitized by Google

çòráp (çorap) — sock(s); stockings

dàyanìklí (dayanıklı) — durable

èlʸbì:sé (elbise) — clothing, clothes; (a) suit

fènáː (fena) — bad

fìyát (fiyat) — price

gʸit- . . . (git- . . .) (aor. *-er-*) — (preceded by dative) go (to)
  aliş‿vérişé‿gʸidiyòrúm. (Alış verişe gidiyorum.) — I'm going shopping.

gʸiy- . . . (giy- . . .) (aor. *-er-*) — put on; wear

hàvá (hava) — air; weather
  hàválár (havalar) — airs; weather
  yáːmúrlú‿hávalárdà (yağmurlu havalarda) — in rainy weather

kíş (kış) — winter
  kişlík (kışlık) — winter (time)
  kişlík‿bír‿élʸbíːsè (kışlık bir elbise) — a winter (time) suit

kúrşúːníː (kurşuni) — gray (lit. leaden)

kúrvázé (kurvaze) — double-breasted (suit)

lʸàːcívért (lâcivert) — navy-blue

mèndílʸ (mendil) — handkerchief(s)

ol- . . . (ol- . . .) (aor. *-ur-*) — be; become
  ólsún!ʷ(olsun!) — let it be!

Digitized by Google

***on** (o)	he, she, it; that
òndán (ondan)	(from) than that
ón‿áltì (on altı)	sixteen
ón‿dȍrt (on dört)	fourteen
ón‿yėdì (on yedi)	seventeen
ṓn (ön)	front
ṓnǜ‿áçík (önü açık)	single-breasted (lit. its front open)
önǘ‿áçík‿bi̇r‿élʸbi̇:sè (önü açık bir elbise)	a single-breasted suit
ȍylʸé (öyle)	thus, so
ȍylʸé‿bìr (öyle bir)	such a
***pàhá** (paha)	cost; price
pàhálí (pahalı)	expensive, costly
dáhá‿pahálısì (daha pahalısı)	a more expensive one (of them)
rénkʸ (renk)	color
né‿rènkʸ (ne renk)	what color
ó‿rénkʸtè (o renkte)	in that color
sàná (sana)	(to) you (inf.) (see *sen*)
sat- . . . (sat- . . .) (aor. *-ar-*)	sell
sàticí (satıcı)	salesman
satın‿al- . . . (satın al- . . .) (aor. *-ır-*)	buy

Digitized by Google

sén (sen)
sènín (senin)
sénínlʸè (seninle)
sénmísìn (senmisin?)

you (informal to one person)
your, yours; you
with you
[is] it you?

şápkà (şapka)

hat

tercih_et- . . . (tercih et- . . .) (aor. *-er-*)

prefer

traş_ol- . . . (traş ol- . . .) (aor. *-ur-*)
tráş_ólmàk (traş olmak)
tráş_ólmaà (traş olmağa)
tráş_olmaá_gʸídiyòrúm (traş olmağa gidiyorum)

be (get) shaved, shave
to be (get) shaved
(for) to be (get) shaved
I'm going to get shaved

ùcúz (ucuz)
dáhá_úcùz (daha ucuz)
dáhá_úcuzù (daha ucuzu)

cheap
cheaper
a cheaper one (of them)

yáz (yaz)
yàzlík (yazlık)
yázlík_bír_élʸbí:sè (yazlık bir elbise)

summer
summer (time)
a summer (time) suit

yìrmí (yirmi)
yírmì_dókúz (yirmi dokuz)

twenty
twenty-nine

zìyá:n (ziyan)
zíyà:ní (ziyanı)
ziyá:nì_yók (ziyanı yok)

waste; expense; deficit, loss
its waste, its loss
it doesn't matter (lit. there is no loss)

Digitized by Google

UNIT 12

REVIEW

SECTION A—WORD STUDY REVIEW

This section is just like Section A of Unit 6. Work through the exercises individually following the instructions carefully, reading aloud the completed or altered forms or sentences. Do not write anything down. Be prepared to do on sight any one of the exercises, when your Leader calls on you.

I. Fill in the blanks with the correct form of the *locative* ending:

1. nére – –́ ‿yemék^{y} ‿yíyecèyíz?	Nere – – yemek yiyeceğiz?
2. g^{y}ök^{y} – –́ ‿kará ‿bulútlár ‿vàr.	Gök – – kara bulutlar var.
3. ótel^{y}í́n ‿ódalárı – – –̀ hávlulár ‿vàr.	Otelin odaları – – – havlular var.
4. áhmedín ‿el^{y}í – – –̀ ik^{y}í ‿él^{y}má ‿vàr.	Ahmedin eli – – – iki elma var.
5. oda – –́ mídìr?	Oda – – mıdır?

II. Make questions out of these statements, adding the *interrogative* ending to the italicized *nouns:*

1. *otél^{y}dé* ‿yémèk^{y} ‿yiyecéyiz.	*Otelde* yemek yiyeceğiz.
2. *şáráp* ‿ístiyòrsunúz.	*Şarap* istiyorsunuz.
3. *bálík* ‿yapárlàr.	*Balık* yaparlar.
4. *bírá* ‿içérl^{y}èr.	*Bira* içerler.
5. *sinémayá* ‿g^{y}idérl^{y}èr.	*Sinemaya* giderler.

III. With the following roots make "*let's do it*" forms:

(Example: yüz- . . . 'swim' : yùzél^{y}í́m! 'let's swim!')

1. eyl^{y}en- . . .	eğlen- . . .
2. iç- . . .	iç- . . .

Digitized by Google

3. ara- . . .	ara- . . .
4. unut- . . .	unut- . . .
5. yıka- . . .	yıka- . . .
6. traş‿ol- . .	traş ol- . . .
7. de- . . .	de- . . .
8. akıt- . . .	akıt- . . .
9. kalk- . . .	kalk- . . .
10. ov- . . .	ov- . . .

IV. Fill in the blanks with the correct form of the "*do it*" ending:

1. baná‿bú‿şápkayı‿gʸöstér−−≐−, lʸútfèn.	Bana bu şapkayı göster−−−−, lûtfen.
2. çócúklàr! saçlarınızi‿tárá−(−−)≐−!	Çocuklar! Saçlarınızı tara−(−−)−−!
3. pékʸ‿íyì, báyàn‿kár! bizé‿tarai‿vér−−≐−, lʸútfèn.	Pek iyi, bayan Kar! Bize tarağı ver−−−−, lûtfen.
4. yűzlʸérinizídé‿yıkà−(−−)≐−!	Yüzlerinizi de yıka−(−−)−−!
5. báylàr, báşlá−−−≐−!	Baylar, başla−−−−−!
6. lʸútfèn, yávâş‿yavâş‿konùş−−≐−!	Lûtfen, yavaş yavaş konuş−−−−!
7. sáàt‿üçté bú‿ódadà tóplán−−≐−!	Saat üçte bu odada toplan−−−−!
8. çócúklàr! bizímlʸe‿berá:bér‿gʸèlʸ(−−)≐−!	Çocuklar! Bizimle beraber gel(−−)−−!
9. báylàr! trámvayá‿bín−−≐−!	Baylar! Tramvaya bin−−−−!
10. çócúklàr! tóplántıyá‿gʸìd(−−)≐−!	Çocuklar! Toplantıya gid(−−)−−!

V. Change the following sentences to *negative* by using the correct forms of the negative ending:

1. búraya‿gʸélʸíniz!	Buraya geliniz!
2. óradan‿íníN!	Oradan inin!
3. bú‿şarabi‿íçelʸím!	Bu şarabı içelim!

Digitized by Google

4. íş‿árıyálìm! İş arıyalım!
5. yüzűyórùz. Yüzüyoruz.
6. éyl^{y}enîyórlàr. Eğleniyorlar.

VI. Make *phrase-compounds* with the following pairs of words:

(Example: él^{y}bì:sé 'clothing', fìrçá 'brush' : él^{y}bí:sé‿fírçasì 'clothes-brush')

1. şàráp, şíşé şarap, şişe
2. yűzmé, vàkít (vakt-) yüzme, vakit (vakt-)
3. bàlík, yèmék^{y} (yemey-) balık, yemek (yemeğ-)
4. èl^{y}má, àáç (aaç-) elma, ağaç (ağac-)
5. şàráp, l^{y}ístè şarap, liste

Add the "my", "your", "our" possessive endings to the resulting phrase compounds.

VII. Fill in the blanks with the correct forms of the *definite objective* endings;

1. saçlarımız–‿táramamíz‿l^{y}á:zìm. Saçlarımız– taramamız lâzım.
2. l^{y}útfèn, şáráp‿şişesi–‿g^{y}etìriníz! Lûtfen, şarap şişesi–– getiriniz!
3. yüzü––‿yıkamák‿ístiyòr. Yüzü–– yıkamak istiyor.
4. bú‿şárab– né‿vakít‿içecèk^{y}siníz? Bu şarab– ne vakit içeceksiniz?
5. süt–‿k^{y}ím‿içecèk^{y}? Süt– kim içecek?
6. şük^{y}rüye––‿k^{y}ím‿sévèr? Şükrüye–– kim sever?
7. l^{y}eyl^{y}a:––‿bén‿sevèrím. Leylâ–– ben severim.

VIII. Fill in the blanks with the correct forms of the *-me, -ma* action noun ending, and of the possessive endings "my", "our", "his", "your":

1. saçlar–(n)i‿tára–––‿l^{y}á:zìm. Saçlar–(n)ı tara––– lâzım.
2. ev–(n)é‿g^{y}ír––‿l^{y}á:zìm. Ev–(n)e gir––– lâzım.

Digitized by Google

IX. Fill in the blanks with the correct forms of the *infinitive* endings:

1. ó dàima‿sú‿iç--‿-istèr.	O daima su iç---- ister.
2. dàhà‿érkʸén, fákàt bírá‿iç---‿-báşlıyalìm!	Daha erken, fakat bira iç---- başlıyalım!
3. hér‿gʸûn plʸajá‿yüz---‿-gʸidèriz.	Her gün plâja yüz---- gideriz.
4. sáàt‿áltıdá konúş--‿-báşlıyacàk.	Saat altıda konuş---- başlıyacak.
5. ikʸinci‿katá‿çik--‿-istiyòrum.	İkinci kata çık--- istiyorum.

X. Turn these forms into "call-forms" by making the *vocative* change:

1. şûkʸrüyé.	Şükrüye.
2. òsmán.	Osman.
3. kàrí.	Karı.
4. ò:lúm.	Oğlum.

XI. Fill in the blanks with the proper forms of the *future* endings:

1. yemékʸtén‿sònrá içmeyé‿báşl(a)---‿-làr.	Yemekten sonra içmeğe başl(a)-----lar.
2. saát‿áltí‿buçúktà yémékʸ‿y(é)---‿-iz.	Saat altı buçukta yemek y(e)-----iz.
3. órayá‿gʸid--‿-im.	Oraya gid----im.
4. bú‿ákşàm bày‿kár konùş--‿-.	Bu akşam bay Kar konuş----.
5. gʸör--‿-siniz.	Gör----siniz.

Make questions out of these statements.
Change the statements from positive to negative.
Now change the negative statements into questions.

XII. Fill in the blanks with the correct forms of the *attributive* ending:

1. bú‿ótelʸin bányo--‿odalari‿vármì?	Bu otelin banyo-- odaları varmı?
2. bú‿filʸimin‿ismì çocúk-‿-kìz.	Bu filimin ismi "Çocuk-- Kız."

Digitized by Google

3. bú‿gʸùn havá‿gʸünéş–´dìr. Bu gün hava güneş––dir.
4. ónún‿yüzù dàimá‿tráş–´. Onun yüzü daima traş––.
5. bén‿hák–´yìm. Ben hak––yım.

XIII. Fill in the blanks with the correct forms of the *privative* ending:

1. bú‿ótèlʸ, maálʸésèf, şímdi‿sú–´–dùr. Bu otel, maalesef, şimdi su–––dur.
2. onún‿évì‿yók. év–´–dìr. Onun evi yok. Ev–––dir.
3. sízín‿káhvenìz şekʸér–´–‿ólsùn! Sizin kahveniz şeker––– olsun!
4. kʸüçúkʸ‿kárdeşìm dìş–´–. yálnız‿sút‿íçèr. Küçük kardeşim diş–––. Yalnız süt içer.
5. bú‿hávà çók‿sícàk vé‿yá:mùr–´–. Bu hava çok sıcak ve yağmur–––.

XIV. Change the following phrases with independent word *ìlʸé* (ile) 'with' to single words with the *concomitive* ending:

1. díz‿ílʸè diz ile
2. élʸbí:sé‿ílʸè elbise ile
3. ayákkabí‿ílʸè ayakkabı ile
4. kíz‿ílʸè kız ile
5. méyvá‿ílʸè meyva ile
6. bányó‿ílʸè banyo ile
7. şáráp‿ílʸè şarap ile
8. hávlú‿ílʸè havlu ile
9. kárdéş‿ílʸè kardeş ile
10. kúş‿ílʸè kuş ile

Give the Turkish equivalents of "with whom, with me, with you (informal), with you (formal), with us, with him, with them."

Digitized by Google

XV. Fill in the blanks with the correct form of the *dative* ending:

1. saát‿sekʸiz–‿yédí‿kálà.	Saat sekiz – yedi kala.
2. onlar–‿bakíyórlàr.	Onlar – bakıyorlar.
3. bú‿ákşàm toplantı––‿gʸidérmisiníz?	Bu akşam toplantı–– gidermisiniz?
4. èvímíz kʸöşe––‿çók‿yákın.	Evimiz köşe–– çok yakın.
5. kʸüçúkʸ‿çócu– bíra‿vérméyiníz!	Küçük çocuğ – bira vermeyiniz!
6. gʸö–‿çikacákmıyız?	Göğ – çıkacakmıyız?
7. tavúk‿sú‿içèr vé‿állah–‿bákàr.	Tavuk su içer ve Allah – bakar.
8. yüzmey–‿gʸídecékʸmíyíz?	Yüzmeğ – gidecekmiyiz?
9. şímdi‿konúşma–‿báşlıyòr.	Şimdi konuşmağ – başlıyor.
10. b(e)n–‿bír‿kʸibrít‿verírmísiníz?	B(e)n – bir kibrit verirmisiniz?

XVI. Change the aorist forms in the following sentences to *negative*:

1. şárap‿içmékʸ‿ístèr.	Şarap içmek ister.
2. hér‿sábàh bú‿gʸüzélʸ‿mánzarayá‿bákàr.	Her sabah bu güzel manzaraya bakar.
3. bén kırmızí‿elʸbi:sé‿gʸiyérím.	Ben kırmızı elbise giyerim.
4. gʸélʸíríz!	Geliriz!
5. hér‿gʸún gʸüzélʸleri‿gʸörúrsünüz.	Her gün güzelleri görürsünüz.
6. arkadaşlará‿istánbulú‿gʸösterírlʸèr.	Arkadaşlara İstanbulu gösterirler.
7. dáima‿öylʸé‿báşlàrsın.	Daima öyle başlarsın.

Change the above sentences to questions.
After changing them to negative, then make the negative forms interrogative.

XVII. Fill in the blanks in the following sentences, with the "*informal*" *you*-ending:

1. sén hér‿gʸún gʸúlʸér––.	Sen her gün güler–––.
2. sén iyí‿bír‿çocùk––.	Sen iyi bir çocuk–––.

Digitized by Google

3. néreyė‿kóşuyòr–̇–? Nereye koşuyor–––?
4. órádàn néyí‿gʸörecèkʸ–̇–? Oradan neyi görecek–––?
5. sén öylė‿bír‿şėy‿dėméz–̇–. Sen öyle bir şey demez–––.
6. búrádàn néyé‿bakàr–̇–? Buradan neye bakar–––?

XVIII. Fill in the blanks with the correct forms of the *ablative* ending:

1. ískʸélʸe–̇– néyé‿bínecèkʸsín? İskele––– neye bineceksin?
2. sabah–̇–‿ákşamá‿kádàr bírá‿içèrsín. Sabah––– akşama kadar bira içersin.
3. bun–̇–‿dahá‿ucuzú‿yókmù? Bun––– daha ucuzu yokmu?
4. öylʸé‿yemeyi––̇–‿sònrá né‿yápacàiz? Öğle yemeği–––– sonra ne yapacağız?
5. ben–̇–‿né‿ístiyòrsún? Ben––– ne istiyorsun?

Section B—Conversation

Take parts and work through the following outlined conversations. When you can do them easily, branch out, and include anything discussed in the previous units.

1. Ahmet meets Tom and Mrs. Carr at the train.

   Ahmet welcomes Tom and Mrs. Carr. They return the greeting. Tom introduces his wife and Ahmet acknowledges the introduction. They talk about how to get to the hotel, how far it is, etc. They make plans for the day.

2. They go to the hotel.

   Mrs. Carr says she's hungry. Tom suggests that they go first to the hotel, then to eat, and then to the movies. Ahmet agrees. They take a street car, after waiting a while, and letting several cars pass. As they go by Ahmet explains where each one goes. Tom wonders where they'll eat. Ahmet tells them about the hotel-restaurant, the food and drink there, meal hours and so on.

3. At the hotel.

   As they arrive at the hotel, Tom checks on the time. They find the manager, who shows them a room. They look it over, comment on the view of the Bosporus, the ships going by, etc. Mrs. Carr reminds the manager to send towels. The manager excuses the oversight. Ahmet says good-bye, and they agree to meet in the restaurant.

Digitized by Google

4. Cleaning up.

Mrs. Carr comments on the heat, and asks Tom if he wants to bathe. Tom says he does and asks where various things are. Mrs. Carr finds the things, reminds him he ought to shave. Tom makes a remark about clean-shaven faces. They call back and forth for various things, locate them, finally finish cleaning up. Tom goes to look at the view, while waiting for Mrs. Carr. They exchange remarks about the weather.

5. Eating.

Tom and Mrs. Carr go down to eat, ask their way to the restaurant. The manager directs them. They find Ahmet there, ask for a table for three. They take their places and ask for a menu. Ahmet asks for the wine list. They order the main dish, side dishes, drinks, coffee and dessert. They tell the waiter how they want their coffee. They smoke. The waiter returns with the food. They finish, call for the check, and leave.

Section C—Listening In (Questions)

Listen to the Guide or the phonograph record as each one of the conversations is read. The second time listen carefully for points you may have missed the first time. Then answer the questions, which are listed below, on the particular conversation.

Record 24A, beginning.

1. *Ali Gunduz helps Mr. Carr find a hotel.*

1. bày‿kár néreyé‿gʸítmékʸ‿ístiyòr?	Bay Kar nereye gitmek istiyor?
2. néredé‿úcùz vé‿iyí‿bír‿ótélʸ‿vàr?	Nerede ucuz ve iyi bir otel var?
3. bányolu‿odalarí‿vármì?	Banyolu odaları varmı?
4. gʸündelʸiyí‿káç‿párà?	Gündeliği kaç para?
5. ótelʸé‿yákìn bír‿lʸokánta‿vármì?	Otele yakın bir lokanta varmı?
6. bày‿kár yemekʸlʸerini‿néredé‿yíyecèkʸ?	Bay Kar yemeklerini nerede yiyecek?

2. *Two days later.*

1. òdá bày‿karin‿hoşuná‿gʸídiyórmù?	Oda bay Karın hoşuna gidiyormu?
2. odanin‿nésí‿çók‿gʸüzèlʸ?	Odanın nesi çok güzel?

Digitized by Google

3. bày‿kár lʸokántanın‿yemekʸlʸerini‿beyéniyórmù?
Bay Kar lokantanın yemeklerini beğeniyormu?

4. şèhír bày‿karin‿hoşuná‿gʸídiyórmù?
Şehir bay Karın hoşuna gidiyormu?

5. àlʸí bày‿karáˌnéyi‿gʸösterecèkʸ?
Ali bay Kara neyi gösterecek?

3. *Ali is going to show Mr. Carr the town.*

1. bày‿kárín‿árkadaşı dáima né‿yapmák‿istiyòr?
Bay Karın arkadaşı daima ne yapmak istiyor?

2. hér‿gʸùn néreyé‿gʸídèr?
Her gün nereye gider?

3. bày‿kár né‿yapmák‿istiyòr?
Bay Kar ne yapmak istiyor?

4. öylʸé‿isè né‿yápacáklàr?
Öyle ise ne yapacaklar?

5. kʸímín‿yemékʸlʸeri bày‿karin‿hóşuná‿gʸídiyòr?
Kimin yemekleri bay Karın hoşuna gidiyor?

6. kʸímín‿kárısı iyi‿yémékʸ‿yápàr?
Kimin karısı iyi yemek yapar?

7. karısının‿nési‿vàr?
Karısının nesi var?

Record 24B, beginning.

4. *Mr. and Mrs. Carr prepare for guests.*

1. bú‿ákşàm bày‿karin‿nélʸeri‿gʸélʸecèkʸ?
Bu akşam bay Karın neleri gelecek?

2. evdé‿içecékʸ‿bír‿şéy‿vármì?
Evde içecek bir şey varmı?

3. öylʸé‿isè né‿almák‿lʸá:zìm?
Öyle ise ne almak lâzım?

4. báşká‿né‿lʸá:zìm?
Başka ne lâzım?

5. nédé‿yòk?
Ne de yok?

6. báyàn‿kár né‿istiyòr?
Bayan Kar ne istiyor?

7. bày‿kár başká‿bír‿şéy‿istiyórmù?
Bay Kar başka bir şey istiyormu?

5. *Mr. Day looks for a job.*

1. bày‿gʸündúz né‿árıyòr?
Bay Gündüz ne arıyor?

2. néredé‿árıyòr?
Nerede arıyor?

3. ó né‿iş‿yápàr?
O ne iş yapar?

Digitized by Google

4.	fákàt, né‿yápacàk?	Fakat, ne yapacak?
5.	oná‿káç‿pará‿vérecékʸlʸèr?	Ona kaç para verecekler?
6.	bày‿gʸündûz évlʸímì?	Bay Gündüz evlimi?
7.	ònún káç‿ta:né‿çocuú‿vàr?	Onun kaç tane çocuğu var?
6. *Getting in out of the rain.*		
1.	né‿yapmaá‿báşlıyòr?	Ne yapmağa başlıyor?
2.	né‿yápalìm?	Ne yapalım?
3.	ó‿sinèmadà né‿gʸöstériyórlàr?	O sinemada ne gösteriyorlar?
4.	bú‿fílʸìm násìl?	Bu filim nasıl?
5.	filʸimín‿ísmì‿né?	Filimin ismi ne?
6.	sinéma‿násìl?	Sinema nasıl?
7.	àlʸí né‿ístiyòr?	Ali ne istiyor?
8.	öylʸé‿ísè né‿yápalìm?	Öyle ise ne yapalım?
9.	yà:múr şímdi‿né‿yápacàk?	Yağmur şimdi ne yapacak?
10.	gʸûnéş né‿yapmaá‿báşlıyòr?	Güneş ne yapmağa başlıyor?
11.	yá:múrdán‿sònrá havá‿násil‿ólacàk?	Yağmurdan sonra hava nasıl olacak?
12.	fená:mi‿ólùr?	Fenamı olur?

Section D—True-False

Records 25A and 25B.

This section is a true-false quiz exactly like the one in Unit 6, except that the first item is not a practice item. Prepare a piece of paper with numbers from 1 to 40 and mark the statements that you will hear from your Guide or the phonograph record either *T* or *F*. After you finish the quiz, the Leader will give the correct answers for each statement. Check your paper and give your score to your Leader. He will figure out the average for your group. If your score is less than the average number of correct answers or less than 80% correct, you need more review of the previous units.

Spend the rest of the time going over the items on which you had difficulty.

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google